Elementary English in Action

BOOK I



BARDWELL • MABIE • TRESSLER

LIBRARY

BUREAU OF EDUCATION



LT
PE 1111
B26
v. 1

6—1132

NLE
ed.gov

Elementary English in Action

BOOK I

BY

R. W. BARDWELL
Superintendent of Schools, Madison, Wisconsin

ETHEL MABIE
Director of Curriculum, Public Schools,
Madison, Wisconsin

J. C. TRESSLER
Author of *English in Action*, *Grammar in Action*
and co-author of *Junior English in Action*

NOV - 5 1998

National Institute of Education
D H E W
MAY 24 1977

With Drawings by
C. E. B. BERNARD

BOSTON NEW YORK D. C. HEATH AND COMPANY CHICAGO ATLANTA
SAN FRANCISCO DALLAS LONDON
1885

Call Number
CIR
LT
PE
1111
B266
Bk 1
c 1
Date
5/24/77
77-801033

RECEIVED
DEC 10 1935
U. S. OFFICE OF EDUCATION
LIBRARY

LT
PE 1111
.B266
v.1

COPYRIGHT, 1935,
BY
R. W. BARDWELL
ETHEL MABIE
J. C. TRESSLER

No part of the material covered by this copyright may be reproduced in any form without written permission of the publisher.

3 F 5

RECEIVED
DEC 10 [illegible]

©CI A 84874 R

PRINTED IN THE UNITED STATES OF AMERICA

2988531
AUG -6 1935

PREFACE

The organization of this book is based upon the principle — generally accepted in schools today — that every situation in the school requiring or stimulating social intercommunication or individual self-expression affords significant opportunity for developing language ability. These situations, which are vital and meaningful to the pupils, are found in the current life of the school, and particularly in the social studies and the natural science classes.

In Part I of the work for each grade will be found typical units embodying these vital situations — units taken from the fields of social science, natural science, and the general school life, and rich in opportunities for language training.

While the pupil is dealing with these natural and provocative units assembled in Part I, he discovers that he needs certain information about the use of language and that he needs to acquire or to perfect certain skills in order to remedy faults in his verbal expression. The informational and drill material for each grade is assembled mainly in Part II, where it becomes a 'Pupil's Handbook,' instantly available for reference, yet out of the way when not wanted. This separation of the two aspects of English work — the occasions for expression and the mechanics of expression — is an outstanding feature of this series that will be endorsed by all teachers, whichever aspect they prefer to stress.

The features of Elementary English in Action that teachers will appreciate may be stated briefly as they are exemplified in Part I and in Part II of each grade.

In Part I

1. *Selection of content* has been based upon (a) a thorough survey of numerous courses of study, (b) a canvass of scientific studies of the interests and natural activities of children

of different ages and grade levels, and (c) the evidence of classroom experience.

2. The *language activities* themselves that the children are asked to use are just those activities in which children of these ages normally engage: conversing; writing letters, invitations, and notices; reporting; discussing; telephoning; interviewing; gathering information; and the like. An effort has been made to maintain in the book the same balance between these activities that is found in life.

3. *Classroom experience* and close contact with children in teaching and observation on the part of the authors has guided the selection both of the units and of the language activities. It is true in elementary-school English, if anywhere in the work of the school, that arm-chair theory as to what may or may not be done is liable to fail under the acid test of classroom trial.

4. The *approach* to each unit is carefully designed to arouse interest and stimulate expression. The aim is to provoke thought and discussion and thus to develop naturally in the child a conscious need for correct and effective expression. This meets a fundamental principle of learning; namely, that those things are most rapidly and effectively acquired that satisfy a need, rather than a demand from without.

5. *Progression* in the difficulty of the material is such that language skills acquired in any one grade are maintained and developed further in subsequent grades. The examples, the explanations, and the standards have been carefully planned to carry the language abilities — letter-writing, story-telling, discussing, and so forth — to a higher level in each grade.

6. *An explanation, a model, and a practice* are provided to guide the pupil whenever a new language ability is required.

7. *Standards for self-rating* by the pupils are given wherever appropriate. These criteria are set forth in chart form so that they attract attention and are easily referred to by the pupil. It is unnecessary to argue the importance of developing these habits of self-criticism.

8. The *initiative* of the pupil is engaged generally throughout this book. The method employed is especially designed to encourage the pupil to search for, and to find, assistance in his language difficulties. It is reasonable to expect that this habit of self-criticism and self-correction will extend into all activities and studies in which language difficulties may be encountered.

9. *Continuity of effort and freedom from distraction* are gained by removing from Part I the material used to improve the mechanics of English expression, to correct errors, and to drill upon skills. This material is instantly available in Part II. Placed there, it does not turn the pupil aside from his immediate objectives in the use of language or destroy his interest in expression.

10. The *material is easily adaptable* to varying school conditions without conflicting with other courses of study. At the same time, many of the units do serve as illustrations of the methods by which other school subjects may be made the material for language instruction, with the result that every teacher of every subject becomes a teacher of language.

In Part II

1. The *selection of material* has been made after careful examination of courses of study and of scientific investigations.

2. The *grade placement* of this material, and hence the sequence of items grade by grade, has been controlled particularly by three considerations: (a) the child's need for the skill at the time, (b) the difficulty of acquiring the skill, and (c) the comparative importance of the skill in adult life.

3. A *maintenance program* is provided by a cycle plan of drills and exercises, so that the various language skills will be thoroughly acquired.

4. A *minimum of mechanics* has been included in the material selected, in accordance with the present trend toward simpler capitalization, punctuation, and form.

5. *Progress from grade to grade* in mechanics of expression is assured by a definite plan of organization and instruction. Each set of skills is checked to insure the mastery of those previously taught before additional ones are developed.

6. *Meaning and understanding underlying each new skill* are developed before drill upon the skill is introduced. The drill is thus an intelligent, not a purely mechanical, process.

7. *Individual differences* are provided for by frequent diagnosis of the needs of the class and of individual pupils and by optional exercises.

8. *Self-reliance in the discovery of difficulties* and in remedying them is everywhere encouraged. The pupil is challenged to use the Handbook on his own initiative.

9. The *organization* of the Handbook, though concise, is on the child's level and its *vocabulary and style* likewise permit the child to use the Handbook freely and easily as a tool for improving his expression in language.

10. A *standard of achievement* for his grade is developed for the pupil by the many examples of the work done by pupils of his grade.

In the third grade the children are not expected to use the Handbook entirely of their own initiative, but the class will turn to it many times upon the teacher's direction. In the fourth grade the children will begin to use the Handbook on their own responsibility. Where the authors believe that reference to the Handbook will be especially helpful, they have indicated it. They have found from experimental trial that this plan of referring to the Handbook does not interrupt the unit work and thus distract the interest of the pupils as does the usual plan of periodically introducing drill material that many pupils may not need.

We appreciate the assistance of the principals and teachers of the schools in Madison and elsewhere who used this material experimentally and read it critically. We are grateful,

also, for the coöperation of many school children whose letters, reports, poems and other writings have been used in the books.

For valuable suggestions and assistance we are grateful to Miss Bess Goodykoontz, Assistant Federal Commissioner of Education, Washington, D.C.; Mr. Roger Hill, Principal of the Todd School, Woodstock, Illinois; Miss Eleanor M. Johnson, formerly Assistant Superintendent of Schools, Lakewood, Ohio; Miss Berenice Maloney, Elementary Supervisor, South Milwaukee, Wisconsin; Professor Sally Marks, University of North Carolina, Chapel Hill, North Carolina; Miss Mabel O'Donnell, Supervisor of Elementary Education, East Aurora, Illinois; Miss Amelia Peters, School of Education, Indiana University, Bloomington, Indiana; Miss Margaret Chenoweth, Supervisor of Elementary Schools, Janesville, Wisconsin; and Miss Marjorie Pratt, Curriculum Coördinator, Shorewood, Milwaukee, Wisconsin.

In directing the typing and preparation of the manuscripts and securing permissions for quoted material Miss Irma Kahle, of Madison, Wisconsin, has been most generous with time and effort.

R. W. B.
E. M.
J. C. T.

ACKNOWLEDGMENTS

Grateful acknowledgment is made to the following publishers and authors for permission to use selections held under copyright:

American Education Press, Inc.: to Mr. W. C. Blakey, for permission to use content from *My Weekly Reader* in some exercises.

D. Appleton-Century Company: for the poem "Mother's Fairy," by Marcia Hoyt, from the *St. Nicholas Book of Verse.*

The Book House for Children, of Chicago: for the four hokkus in the Japanese Unit which are taken from *Little Pictures of Japan* edited by Olive Beaupré Miller and published by the Book House for Children.

A. Flanagan Company, Chicago: for the excerpt from *The Little Swiss Wood-Carver,* by Madeline Brandeis.

Ethel Romig Fuller and the Curtis Publishing Company: for the poem "Wind Is a Cat," reprinted from the *Ladies' Home Journal,* copyright Curtis Publishing Company.

Hamlin Garland: for his poem *The Mountains Are a Lonely Folk.*

The Macmillan Company: for the excerpt "Frightening Bumblebees," from *First Lessons in Nature Study,* by Edith M. Patch.

Marshall Jones Company, Boston: for the excerpt "From Caterpillar to Butterfly," which is reprinted by permission from *Stories by Seasons,* by Helen von Kolnitz Hyer.

Minton, Balch & Company: for the poems "The Storm" and "Brooms" by Dorothy Aldis, from her volume *Everything and Anything,* published by them.

National Council of Teachers of English, through Miss

Eloise Ramsey: for permission to use the poem *Changes*, by Ann Zelenka.

Public School Publishing Company: to Mr. George A. Brown, for permission to reprint material from an experimental edition of *Third Grade Language in Use*, by Ethel Mabie.

Scott, Foresman & Company: for "The Story of a Red Cross Dog," which is adapted from *Jacques, A Red Cross Dog*, by Edna V. Riddleberger, in their *Basic Readers*.

Charles Scribner's Sons: for Stevenson's *Windy Nights*.

Frederick A. Stokes Company: for the poems "Magic," "The Grass Is Very Glad for Rain," "A Bird May Sit and Sing," and "A Letter Is a Gypsy Elf," by Annette Wynne, reprinted by permission from *For Days and Days: A Year-Round Treasury of Verse for Children*, copyright 1919, by Frederick A. Stokes Company, and for the poem "London Sparrow" by Eleanor Farjeon, reprinted by permission of Frederick A. Stokes Company from *Over the Garden Wall*, copyright 1933, by Eleanor Farjeon.

Mrs. Eleanor Dawes Walter: for her poems "The Grasshopper," "The Bee," "The Ants," and "The Cricket," from the booklet entitled *Bugs* (Whitman Publishing Company, Racine, Wisconsin).

The Wise-Volland Company: for the poem *Your Flag and My Flag*, by Wilbur Dick Nesbit.

Yale University Press: for the poem "Bundles," by John Farrar, from his book *Songs for Parents*.

TABLE OF CONTENTS

FOR THE

THIRD GRADE

Part I. Your Program of Activities

PAGE

UNIT I. THE BEGINNING OF WORDS 3
Sounds That Animals Make 4
Other Sounds That Tell Us Things 5
Where Our Words Come From 6
How New Words Come to Us 7
Talking with Signs or Gestures 9

UNIT II. DOING YOUR PART 11
Citizenship at School 11
School Attendance 12
Conversation 13
Being Kind to New Pupils 16
Introductions 17
Dramatizing 17
Helping to Make the School Grounds Safe 18
Safety Rules 19
Talks on Playing Safely 20

UNIT III. PREPARING FOR SPECIAL DAYS 22
A Halloween Party 22
Plans for the Party 22
The Third-Grade Party 23
Your Own Party 24
Your Committees 25
Inviting Your Guests 26
Planning Games 26
Story-Telling 27

PAGE

In the Land of Anything-You-Please 30
The Party 32
Thanksgiving Time 32
Making a Motion-Picture Show 34
Showing the Picture 37
Your Thanksgiving Motion-Picture Show . . . 37
Christmas 37
Christmas Greetings 38
Addressing Cards 38
Mailing Christmas Packages and Letters 40
Good Listeners 41
Rules in the Post Office 41
Wrapping Packages 43

UNIT IV. A CLASS NEWSPAPER 44
Planning Your Paper 44
What to Put into Your Newspaper 46
School News 46
Book News 48
City News 49
Notices 50
Editorials 51
Watching Improvement 52

UNIT V. THE CHANGING YEAR 53
The Seasons of the Year 53
The Months of the Year 55
The Days of the Week 56
Keeping a Diary 56
The Weather 57
The Weather and Your Feelings 57
The Clouds 60
What Puzzles You? 62
A Question Box 62
Answering the Questions 63

PAGE
The Rain Storm 63
A Semester Test 66

Unit VI. Visiting Other Lands 68
A Trip to Japan 68
How the Japanese Travel 70
Preparing Your Report 71
How To Find Your Way in Books 73
A Japanese Home 74
The People and Their Manners 75
Japanese Festivals 77
The Rice Fields 78
Silk 79
A Written Report 80
The Hokku 84
A Japanese Exhibit 86

Unit VII. Being a Citizen 87
At Home — Helping Mother 87
Greeting Visitors 89
Welcoming Newcomers 91
Citizenship in the Community 91
Knowing Your City 93
Making Your Town Safe 93
Safety on the Highway 94
Signs That Help 94

Unit VIII. Our Bird Friends 95
Our Most Common Bird 95
The Robin 97
The Blue Jay 98
The Woodpecker 99
A Bird Calendar 101
Poems About Birds 101
A Poem to Enjoy 102
Story-Telling 104

PAGE
A Diary 105
An Exhibit 107
Bird Records 109

UNIT IX. SPRING HOLIDAYS 112
Valentine's Day 112
A Letter to an Absent Classmate 112
Valentine Poems 114
A Valentine Song 115
Arbor Day 116
Mother's Day 119

UNIT X. FROM TREES TO HOUSES 121
Getting Acquainted With Trees 121
How Trees are Useful 123
A Visit to a Lumber Yard 124
How the Wood Gets to Us from the Forest 126
Stories of the Woods 128
Saving Our Forests 132

Part II. Your Handbook (Third Grade)

SECTION I. LETTERS 139
How Your Letter Should Look 140
The Parts of Your Letter 141
Heading 141
Greeting 141
Body, or Message 142
Closing 143
Signature 144
Examples of Letters 144
Invitations 144
Letters of Thanks 145
Other Letters 147
Some Letters to Write 148
Addressing Envelopes 149

PAGE

Section II. Sentences 150
Speaking in Complete Sentences 152
Two Kinds of Sentences 153
Knowing a Sentence 156
Dividing into Sentences 157
A Sentence for Every New Thought 158
Grown-Up Sentences 161
Tests 163

Section III. Paragraphs 167
The Main Thought 168
Class Paragraphs 169
Keeping to the Point 170

Section IV. Good Words to Use 173
Choosing Your Habits 174

Section V. Class Composition 182
Writing a Story or a Letter Together 182
A Class Story 184
Another Class Story 185
A Class Letter 186
A Class Invitation 186

Section VI. Capital Letters and Punctuation Marks 188
Eight Rules for Using Capitals 188
Practices on the Eight Rules 189
Two Kinds of Sentences 196

TABLE OF CONTENTS
FOR THE
FOURTH GRADE

Part I. Your Program of Activities

PAGE

UNIT I. MESSAGES WITHOUT WORDS 201
Picture Letters 204
Wampum Belts 205
Indian Symbols 206
Using Symbols Today 207
Messages with Flags 207
Weather Flags 208
Map Signs 208

UNIT II. A CLASS MAGAZINE: FALL ISSUES . . . 210
What Is in a Magazine? 210
Planning a Magazine 211
The September Magazine 213
Vacation Happenings 214
Summer Reading 215
Hobbies 216
The October Magazine 217
Fun for Halloween 218
Fire Prevention 218
The November Magazine 219
A Thanksgiving Message 221
Changes in the Outdoors 222
The December Magazine 223
Christmas Poems 223
Christmas Gift Ideas 224

PAGE

UNIT III. SPECIAL DAYS: FALL SEMESTER 225
Honoring the Discoverer of America 225
Using Book Tools 226
Reporting on What You Have Read 228
Celebrating the Return of Peace 229
Telling a Story 230
Memorizing a Poem 233
An Invitation to Speak 234
Education Week 235
Planning for a Visitor 235
How Can You Interest Him? 235

UNIT IV. SWITZERLAND 237
Story-Telling 237
Telling Things in Order 239
Measuring How Well You Tell a Story 241
Learning More about the Swiss 242
Learning from Pictures 243
Word Pictures 244
A Poem 245
Learning from Books 246
Committee Work 247
Topics for Committee Reports 248
Taking Notes 248
Giving Your Report 249
Remembering What You Read 250
A Trip to Take 250
Planning Your Trip 251
On the Trip 252
After Your Visit 253
An Interesting Program to Give 254

UNIT V. WORKING FOR SAFETY 255
Developing Safety Habits 258
Directing Traffic 260

PAGE
Dramatizing 261
Helping to Make Home Safe 262
Suggestions from Mother and Father 263
Safety among Animals 264
Silent Policemen 265
Lights at Sea 266

UNIT VI. BOOK FRIENDS 269
A Trip to the Library 270
Using the Telephone 270
Courtesy Rules for Telephoning 271
At the Library 273
Filling in Blanks 274
New Books to Enjoy 275
Posters about Books 277
Poster Labels 277
Book Riddles 278
How to Care for Books 279
Talks about Books 279
Making Books Come to Life 281
A Poem 283

UNIT VII. WORKERS THAT HELP US 284
Living without Help from Others 284
Workers Who Build Our Houses 287
Workers Who Supply Our Food 289
Workers Who Serve Us Daily 290
Workers We Don't See at Work 291
Government Workers 292
Do We Do Our Part as Home Workers? 293

UNIT VIII. YOUR CLASS MAGAZINE: SPRING ISSUES 295
The January Magazine 295
New Year's Resolutions 295
What's Going On around You? 297

PAGE

The February Magazine 298
Stories of Famous Men 298
Paragraph Pictures 298
Travel Letters 301
The March Magazine 302
The World about You 302
Good Citizenship 303
The April Magazine 305
Telling Funny Stories 305
Humane Week 305
The May Magazine 307
Vacation Fun 307
Trips to Make 308

UNIT IX. SPECIAL DAYS: SPRING SEMESTER . . . 310
A Nation's Hero 310
Letters of Boys of Long Ago 311
A Poem to Read 313
Humane Week 314
A Story Hour 315
Getting Information 316
A Program 316
May Day 317
Spring Poetry 317
A Flower Festival 319

UNIT X. IN ESKIMO LAND 320
Reading about the Eskimos 320
The Eskimo Home 324
Life in the Eskimo Home 325
More Books to Read 327
Food in the Arctic 328
Trading in Eskimo Land 329
Dressing in Furs 330
The Great Arctic Explorers 331

PAGE
Travel in Eskimo Land 332
An Eskimo Play 334

Unit XI. In the World of Insects 337
Harmful Insects 337
What Insects Look Like 337
The Butterfly 340
The Bee 344
The Ant 346
Noisy Insects 349

Unit XII. Your Flag and My Flag 352
America's Flags 353
Other Flag-Makers 354
Pioneers 355
How Boys and Girls Can Be Flag-Makers . . . 356
Respect for the Flag 357
Flag Customs 358
A Poem on the Flag 359
Pledging Allegiance to the Flag 360
Flags of the Nations 361

Part II. Your Handbook (Fourth Grade)

Section I. Letters 365
Then and Now 365
Addressing the Envelope 367
Clearness 367
Completeness 369
Correctness 371
School Letters 372
Invitations 372
Answers to Invitations 374
Asking Favors 375
Thank-You Letters 377

PAGE
Home Letters 379
A Good Form for Your Letter 379
Keeping a Language Growth Record 381

SECTION II. SENTENCES 383
Rambling or Run-On Sentences 383
A New Kind of Sentence: The Exclamatory . . . 386
Review of Complete or Incomplete Sentences . . . 390
Summary Sentences 393
Tests on Sentences 395

SECTION III. PARAGRAPHS 398
The Main Thought 398
Keeping to the Point 400
Building Ideas with Sentences 401
Making a Good Start 402
Knowing When to Stop 404
Judging Your Paragraphs 406
When Do You Use a Paragraph? 406
A Practice Test 407

SECTION IV. WORD HABITS 408
Examining Your Word Habits 409
Improving Your Word Habits 412
A List of Common Errors 412
Gone, *Seen*, and *Done* 413
Isn't and *Aren't* 414
Other Words That Need Helpers 417
Began and *Ran* 418
You Are and *You Were* 420
Is, *Are*, *Was*, and *Were* 421
Ours, *Yours*, *Theirs*, *Hers*, and *His* 423
Pronunciation 424

SECTION V. CAPITAL LETTERS 428
Testing What You Have Learned 428

PAGE

Review of Third-Grade Rules 429
New Rules for the Fourth Grade 432

SECTION VI. PUNCTUATION 442
Sentence-Ending Marks 442
Abbreviations 444
The Hour of the Day 444
Words in an Address 445
Abbreviations in Your Dictionary 447
Contractions 447
Contractions in Stories 449
Possessives 450
Another Use for the Apostrophe 450
Quotations 451
Placing of Quotations 453
Quotation Paragraphs 454
Other Rules about Writing Quotations 454
Commas 456
Four Familiar Rules about Commas 457
A New Rule for the Comma 457

INDEX 465

GRADE III

Part I

YOUR PROGRAM OF ACTIVITIES



MANY, MANY YEARS AGO



UNIT I

THE BEGINNING OF WORDS

The day's hunting is over. Mago is coming back to his cave in the hillside. He has had good hunting today. Do you see the small deer that he carries, thrown over his back? He is happy, for it was hard for him to get the deer. He had no gun, not even a bow and arrow. He had to wait a long time very quietly. When the deer came close to him, he threw his spear at it. Many other times he had missed. But this time he did not miss. Now he is glad to come home to his cave, bringing food for several days for his little family.

The mother, Mata, is standing by the mouth of their cave looking for Mago to come. She hopes that he will bring food. She wants Mago to come home, for it will soon be dark. She looks down the valley. Suddenly she hears a sound echoing from the cliffs on the other side. It is Mago calling "Hallo-o-a!" And Mata answers back the same greeting, "Hallo-o-a."

Mago and Mata are cave-dwellers who lived many hundred years ago. In that long-ago time

people had few words that they could use in speaking to each other. The "hallooa" that Mago sent up the valley as he came near his cave is the word of greeting, "hello," that boys and girls in the third grade use when they meet each other.

Boys and girls today have many other words to use. With these words they can answer questions and tell about their games, their plans, and their daily doings. Mago and Mata had just a few words. These words they made up, just as the word "hello" came from Mago's calling as he came near the cave. How would you like to live in a world where there were very few words to learn? Suppose that you had to make up the words that you used. How hard it would be to learn to talk!

SOUNDS THAT ANIMALS MAKE

Have you ever noticed the different sounds that animals use? What sound does a dog make when he is angry? What sound does a cat make when he is happy? Does a dog make a different sound when he is frightened? Have you ever listened to a squirrel when he is excited? Animals let us know that they are happy, angry, or frightened. But they have never been able, as boys and girls are, to make the sounds into words.

People also have ways of telling how they feel without using words. They laugh when they are happy. They cry when they are hurt or when they are sad. Many animals can make a sound that tells us that they have been hurt. Have you ever

heard a puppy cry for its mother? No animal can laugh to show that it is happy. How does a dog let you know that he is glad to see you?

Practice 1 — Telling about Animals

Study some animal, your dog or cat, a rabbit or a bird. What sounds and motions does it make? Report to the class just what you see and hear.

Practice 2 — Naming Animal Sounds

Discuss the ways in which animals and birds talk to each other. Some of them make different sounds at different times. Make a list of the animals you know and the sounds you have heard them make. Are the words we use for the sounds anything like the sound the dog makes?

Dog — barks, growls, whines, yelps
Squirrel —
Hen —
Cow —
Cat —

OTHER SOUNDS THAT TELL US THINGS

There are also many other sounds that tell us something. Have you ever stood on the street corner and heard the siren of the fire truck coming down the street? It seems to say, "Clear the way, everybody! Clear the way! There is a fire somewhere. We are going to put it out! We are needed there right away! Clear the way!" Then

everybody stops and lets the fire truck go by as fast as it can go.

When the fast train comes near the railroad crossing, you hear a loud whistle. It says to the people, "Look out! Here comes a fast train! Don't cross the tracks now!" Then the people stop, and the train rushes by without hurting them.

Practice 3 — Talking Things Over

There are many other sounds that tell us something. Can you think of some of them? What does the fire-alarm bell in your school tell you? Are there sounds, or signals, in your school that tell you when to change classes or when it is recess time? Have you ever been to a telegraph office? The clicking sound of the machines means nothing to you. How does the operator know what words are being sent in the message?

We have all these sounds today that tell us things. But the most wonderful sounds are the many words that we can use. Mago and Mata had only a few words more than the animals. You and I have many words that we have learned from others. We can use them to tell our friends interesting stories. How much better off we are than the cave men and our animal friends!

WHERE OUR WORDS COME FROM

Many of the words we use every day started long ago, just like the word *hello*. They have

come from many lands far away. Some of them have changed many times before they reached us. Some words have changed so much that it is hard to tell that they are the same words. *Santa Claus* is such a word. Where did it come from? Let us tell you.

THE STORY OF SAINT NICHOLAS

Once upon a time there lived a man who was kind and good. He was loved by all the children, and he in turn loved them. In the cold winter he would stop at the houses of poor people and leave gifts for the poor children. Sometimes these gifts were warm stockings and shoes, sometimes good things to eat. The name of this good man was Nicholas, and when he died, all the people were sad. They called him then "Saint Nicholas." This was many years ago, and during all these years people have remembered him and have given gifts to children as he once did. But during these years the words that have made his name have changed.

This is the way in which the words "Saint Nicholas" came to be "Santa Claus": *Saint Nicholas — Sant Nicolas — Santni Colas — Santi Clas — Santa Claus.*

HOW NEW WORDS COME TO US

When something new is invented or discovered, when people make some new thing, they have to name it. When they do that, a new word is made. That is what happened when the first automobile was made. Up to that time people had always ridden in a carriage drawn by horses. When they saw the first automobile, they called it a *horseless*

carriage. Then they made up the word *automobile*, which means *runs by itself*. Can you think of any other word that we have because a new thing had to be given a name?

Practice 4 — New and Old Words

Here is a list of words. Some of these words have come to us from long ago. Some are much newer. Which are old words, and which are new?

house	movie	mother	auto
radio	milk	airplane	chair
book	cracker	dog	stop light

Practice 5 — Making Stories from Words

Words suggest pictures to you. Choose one group of words below and tell the class the story that the words bring to your mind.

1. Little girl — lost — policeman
2. Ball — street — cars coming
3. New doll — baby brother — little girl crying
4. Flower garden — puppy — scolding

MAGIC

Take some little words,
Place them in a row,
Soon you have a pretty story
Made before you know.

Tales of house and hill,
Butterflies and birds,
Anything at all you will,
Made from little words.

— ANNETTE WYNNE, in *For Days and Days*

Practice 6 — Selecting Favorite Words * [1]

Some words become favorites either because of their pleasing sound or because of their meaning. Here are some words that have been called favorites by third-grade pupils:

chocolate	lullaby	cool
sparkling	purple	murmur

Write three words that you like to say. Write three other words that you like to hear. Do you always use good words? Section IV of the Handbook will tell you about word habits. Find out what habits you have.

TALKING WITH SIGNS OR GESTURES

In different parts of the world people speak different languages. It may be that someone in your class came to America from another country. Possibly the fathers or mothers of some of the pupils in your room spoke another language when they were children. When a person first comes to a new land, it is hard for him to speak to people. He doesn't know many of the words. When he can't say a word, sometimes he makes a sign with his hands. Sometimes he moves his body or his face to show what he means. When the white men first talked to the Indians, they used this *sign language.* It was very hard for them to

[1] The asterisk here and elsewhere indicates an optional practice. See the Preface, p. vi.

make each other understand. How much better it is for us all to know words, so that we can talk easily with each other!

Practice 7 — "Talking" by Actions

People make certain signs or motions that everyone understands. A nod of the head forward means "Yes" and a shake of the head sidewards means "No." Without using words, can you show the class:

1. That you are glad to meet a friend?
2. That you don't know what to do about something?
3. That you are angry?
4. That you want them to give you something?

Practice 8 — Pantomiming

It is fun to try to guess what a person means who tries to tell you something without speaking. This telling by actions is called *pantomime.* You can do it alone, or several of you can work together in a pantomime scene. You will make those who watch you understand what you are telling by the expression on your face and the motions of your hands and your body.

Practice a pantomime scene and present it to your classmates. Here are some suggestions:

An automobile ride	Baking a cake
Planting a garden	Receiving callers
Lighting a firecracker	Buying a new hat

UNIT II

DOING YOUR PART

CITIZENSHIP AT SCHOOL

Have you ever heard your father speak of a man as "a good citizen"? Every man is proud to be called "a good citizen," for that means that he has done his part in making his city a fine place in which to live. There are many ways in which every man can help to make his city safe, healthful, clean, and beautiful.

A pupil can be a good citizen in a school just as his father is a good citizen of the town. Anything that you can do to make your school a better place in which to learn will be good citizenship.

Practice 1 — Discussing Being on Time

Why is it that your principal and teacher expect you to come to school on time every day? If only one pupil were late, would that cause much trouble? If one pupil is allowed to be late, then other pupils should have the same right. How would you like a school where half the pupils came late each morning? When would school work start? Would it start after all had arrived? Would that be fair to those who had come on time?

Practice 2 — Writing a Sentence

When you have told one thought clearly and completely, you have used a *sentence.*

Write a sentence telling how you help your school when you are on time each day. Start your sentence with these words: "When every pupil is on time —" Here are samples of how it could be finished:

1. We can begin our arithmetic work.
2. We can leave at once for the auditorium.
3. We can get the directions at once for cutting out the paper hats for our Halloween party.

SCHOOL ATTENDANCE

When everyone else is at school, busy and happy in work and play, doesn't it seem strange to be at home? Sometimes we are not able to go to school. At other times, if we are careful, we will not have to be absent.

Here is a sample page from a teacher's attendance book:

School *Franklin* Grade *III* Teacher *Marion West*

Pupils' Names	1st Week					2nd Week					3rd Week					4th Week					Why Absent
	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	
Allen, Margaret											a	a	a								*Cold*
Davis, Robert																					
Hill, Dorothy											a	a	a	a	a						*Sprained ankle*
Iltis, John							a	a	a												*Cold*
Johnson, David	a										a					a					*Out of town*

What is the total number of days of absence of the five children in this record? How many children were absent during the month? Who had no absences? Who had the most? What was the cause?

What do you think of the excuse "Out of town" for three Mondays in the month? Who is probably to blame for David's poor attendance record?

CONVERSATION

Every day questions come up that you talk over with others. Each one of you tells what he thinks about the subject. This talking together is *conversation.* You hear conversation at home, on the playground, in the streetcar, and in many other places. You may have conversation of that kind in your school.

During these lessons you need not raise your hands nor ask if you may speak. When you have something to say to the class, just talk as you would if you were at home. Perhaps a small group of you may have a conversation lesson while the other pupils are doing something else. Your teacher will be one of your group.

At first you may find that you sometimes start to speak while someone else is talking. This is *interrupting* the one who is speaking. If this happens, usually the one who started to speak first goes on with what he has to say. The one who interrupted quietly waits for the other person to finish speaking. He may say, "I'm sorry," or

"I beg your pardon," or just nod and smile to the person interrupted, so that the speaker will go on with what he is saying.

Try to face most of the pupils when you speak. Stand up to speak if you wish to. While you listen, turn to face the speaker.

Your chairs may be put in a circle, so that you can see each other as you talk. Then you will be sitting as you often do at home in the living room or around the table at a meal.

Practice 3 — Conversing about Absence from School

Which of these are good reasons for absence from school?

1. I would have been tardy; so I thought it was better not to come at all.
2. My aunt was coming to visit us. I wanted to be at home when she came.
3. I had a cold. My mother thought I might be going to have measles.
4. Father took me on a trip to Washington with him.
5. I was up late last night; so I stayed at home this morning.

Can you give other good and poor reasons for absence?

When you take part in this conversation, you will want to use good words to tell your thoughts. Section IV of the Handbook will help you to know which are good words.

*Practice 4 — Keeping a Record**

Keep a record for a week of the number of pupils who are absent from school. Be sure that your record is correct. Put into your record the reasons for the absences.

You can use the record form suggested here.

	Number Present	Number Absent	Reasons for Absence			Other Reasons
			Colds	Other Sickness	Out of Town	
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						

Practice 5 — Discussing How to Keep from Having Colds

How many pupils were absent because of colds? Do you think that children can help in keeping colds away and make a better attendance record?

How do children get colds which keep them out of school?

Margaret had been playing tag. She lay on the cool lawn. The next morning her throat was sore. Her cold lasted three days.

What mistake did Margaret make that spoiled her school attendance record?

John got a pair of new rubber boots for his birthday. When the heavy rain fell on Tuesday he put them on and went wading in the streets. There were some places where the water came up over his new boot tops. The water was cold, but John didn't want to go into the house and miss the fun. The next morning he didn't feel well. His cold kept John out three days.

How could John have kept from getting the cold that spoiled his attendance record?

In what other ways do we get colds carelessly?

BEING KIND TO NEW PUPILS

When a pupil comes to your room from another town or another school, do you help him during his first day or two? It is hard for him to start in a new school and to meet so many strange boys and girls in one day.

Practice 6 — Conversing about New Pupils

Have you ever had to change schools? What made you feel most lost in the new school? Tell of something the pupils did, or that you think they might have done, to make you feel happier. After talking over these questions, make a list of courteous things to do for new pupils in the room. Will you have any of these in your list?

We will ask a new boy to be on our baseball team.

We will show a new girl where the lockers or hooks are for her wraps.

We will tell her about some of the things we are doing at school.

INTRODUCTIONS

First of all, the new pupil will want to learn your names as soon as he can. That will make him feel more at home with you. Your teacher may introduce him to the class in these words, "Boys and girls, this is Alfred Lawson. He has just come from Florida. Perhaps one of you boys will offer to help Alfred find his way around our school and meet the other boys."

If you should offer to help Alfred, you would introduce yourself to him by saying, "Alfred, my name is Bob Reynolds." Then you would offer to help him in anything around the school. You would introduce him to the other boys in this way, "Alfred, this is Jerry Gordon. He lives on your street, I think."

When you introduce one person to another, always name the older person first. For example, if Alfred should go home with you and you should introduce him to your father, you would say, "Father, this is my new schoolmate, Alfred Lawson."

DRAMATIZING

Even when you were little, you liked to play that you were someone else. You played house and store. You pretended that you were grown up.

In school you have acted out stories. You played that you were one of the Billy Goats Gruff or Chicken Little. When you act out these stories

and play that you are someone else, you are *dramatizing*. It is always more fun to dramatize than just to talk about things.

Practice 7 — Dramatizing an Introduction



"This Is My New Schoolmate, Alfred Lawson"

Practice introducing someone. Play that one boy is "Alfred." Let one of the boys introduce him to others.

Did he say the names clearly? Did the boys who were introduced listen carefully, so that they could say each other's name afterwards? What might the boys do to show that they were glad to know each other?

Play that one pupil is introducing Alfred to his mother and father. Did he mention his mother's and father's names first?

Remember to use what you have learned about introductions whenever a new pupil comes to your school.

HELPING TO MAKE THE SCHOOL GROUNDS SAFE

There are many children on the playground at recess. Everyone must help to make it a safe place to play.

Practice 8 — Conversing about Care at Play

Talk about what you can do to help. Watch the children playing. Could anyone be hurt by these things? How could you be careful?

1. Pushing and tripping
2. Throwing the bat after you have hit the ball
3. Standing near the swings
4. Throwing sand or snowballs
5. Running too fast where there are small children

Safety Rules

You can make other children remember to play safely by making some playground rules. Think of ways to help make your playing safe.

Here is one safety rule for the playground: *Do not throw a stone when you are on the playground.*

Practice 9 — Making Safety Rules

Make each rule into a clear, short sentence. Your teacher will write it on the blackboard. After the rules have been written, choose the best ones. Section II of the Handbook will help you.

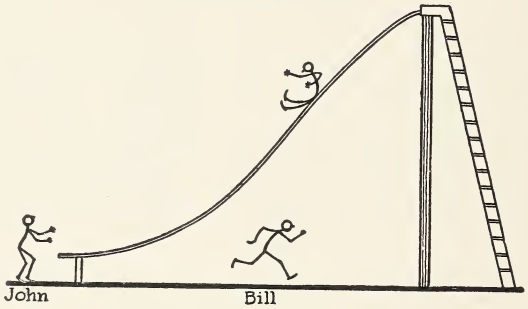
Copy your rules. You can call them "How to Make Our Playground Safe." Take them home to show Mother that you are being a real school *citizen*. One of you can make a big copy in large print to put up in the room. Remember this:

Each sentence should start with a capital letter. Each telling sentence should end with a period.

Talks on Playing Safely

Children often remember what you tell them if you show them a picture. Plan some talks for another class. If you are talking to little children, use simple words and short sentences. Then they will understand you. If you are talking to older boys and girls, you may use the most interesting words you know.

One third-grade boy drew this picture for his talk to a second grade:



USING THE SLIDE SAFELY

The foot of the slide is a dangerous place. After you come down on the slide, run away from the end as Bill is doing. If you stand where John is, you may be hurt by the next child who uses the slide.

Are the sentences clear? Was it a good talk for a second grade? Would the picture help to make the children remember? Perhaps you can draw a picture that will help the children remember some other rule for safety.

Practice 10 — Making a Talk on Safety

Choose one of the rules that you have made for playground safety. Give a talk to the other pupils. Every sentence should be clear. Each sentence you use should add another idea. Do not say the same thing twice. Some of the talks may be so good that your teacher will let you give them for a first-grade or second-grade class. Will you talk on any of these topics?

Good Games to Play
Safety on the Swings
Dogs on the Playground
When Someone Is Hurt
When the Ball Rolls into the Street

Section III of the Handbook, on "Paragraphs," will help you to prepare your talks.

UNIT III

PREPARING FOR SPECIAL DAYS

A HALLOWEEN PARTY

When someone suggested a Halloween party, the children all clapped their hands. They said: "Let's have a big jack-o'-lantern! Let's have paper hats! And popcorn and apples to eat!" There wasn't anyone who didn't want a party. So they wrote this letter to the second-grade children.

> *Dear Second-Grade Children,*
>
> *We are going to have a Halloween party at three o'clock Monday afternoon. Can you come?*
>
> *The Third Grade*

Do you think the second-grade children wanted to come?

Plans for the Party

It was lots of fun getting ready for the party. The children cut yellow paper pumpkins and black cats, and witches on broomsticks. Each one made two paper hats. What a time they had fixing up their room for their Halloween party!

Two boys brought real pumpkins. The children had fun making jack-o'-lanterns. First they cut the eyes. Then they made a nose. Then they cut the big, wide mouth. On one they cut a laughing face with a mouth like this:



And on the other they cut a frowning face with a mouth like this:



Then they each made paper masks that were animal faces.

The Third-Grade Party

At last Monday came. The children could hardly wait for three o'clock. Then they heard the second-grade children coming. They all put their masks on quickly. How funny and bright the second-grade children looked as they came in wearing their black and yellow paper hats! How surprised they were when they saw the masks! Now for the fun.

Paul told them all what to do. He was the *host.* "First you are to guess what animal each one of us is supposed to be. To help you, we will make the sound the animal makes," he said. How the children laughed when someone guessed pig for donkey!

Then they played other games. They pulled down the window shades. That made the room

dark. They lighted the jack-o'-lanterns. Then Mary Jane read a story to them.

When the story was ended, Paul said, "Now we'll have something to eat." They had apples and popcorn. While they were eating, the third-grade pupils gave a play. They had made up the play themselves from the story Mary Jane had read. They made the story seem very real. The children all clapped when the play was over.

Doesn't the story of this party make you want to have a party like it at Halloween time?

YOUR OWN PARTY

Practice 1 — Conversing about Plans

Before you decide about a Halloween party, you will have several things to talk over together. Can you plan your party so that you will not disturb other rooms too much? Would you like to have the party just for your class or to invite another class? What preparations will have to be made? What sort of program will you give? What can you have to eat? These are all questions for your class to decide.

Everyone will want to tell his ideas. Be willing to listen courteously to others. You expect them always to listen to you. Even when you are not particularly interested in what is being said, you ought to listen quietly because others want to hear. What you say may not always be interesting to everyone, yet you would like to have at-

tention. Look at the speaker. That will help him to talk better.

Your Committees

Your party will go well if each one helps. Each of you can work on a committee and do certain things. Which of these committees will you need?

Invitations	Stories	Decorations
Games	Serving	Clean Up

Write the names of your committee members on the board.

Practice 2 — Choosing by Vote

Choose a chairman for each committee. Which of these three pupils would make the best chairman? How could you help the other two to be good committee workers?

Ralph was the leader in everything. He was the best reader and the strongest on the playground. The other children did not like him very well because he always wanted to have his own way. He was willing to do all the work himself if they would let him do as he pleased.

Ann hated to say what she thought when there were many people around. She would sit and let the rest decide things. She never quarreled, but she wasn't much help either. She always seemed to be afraid of the other children.

Allen was willing to let others have turns if they gave him a chance, too. He said what he thought, but he didn't expect everyone else to think or do his way. The

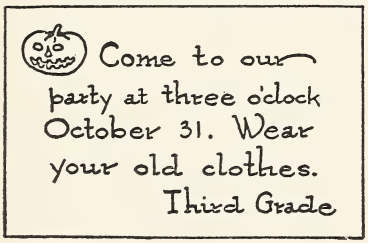
other boys liked to be on his side in a game because he often said something funny that stopped a quarrel.

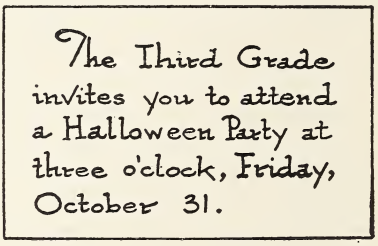
When you vote, the pupil who has the largest number of votes will be chairman. Choose your chairmen carefully. You want the work to be done well, to be done promptly, and to be done happily.

Inviting Your Guests

Write the invitation to your guests. You may write one like the one on the first page of this Unit or like the examples in Section I of the Handbook, on "Letters." Read that section before you write your invitation.

Make your invitation a funny one, if you wish. Do you like either of these?





Your guests will answer your invitation.

Planning Games

You can plan for several games. Each of you can tell your class how to play a game. Someone who does it well can be ready to give directions for a game at your party. Work out some of the

practices in Section II of the Handbook, on "Sentences." Good sentences are important for clear directions.

Practice 3 — Giving Directions for Playing a Game

Do you know a good Halloween game? Tell the class how to play it. These are some games that third-grade boys and girls like: Dodge Ball, Eraser Tag, Seven Jumps.

One pupil explained a game like this:

We will now have a Bean Race. Six of you can take part at one time. You will have to carry ten beans on a teaspoon. You will walk from one end of the room to the other and back again. If you drop any of the beans you are out of the race. The one who gets back first is the winner.

Story-Telling

It would be interesting to tell stories for your guests. Here is a Halloween story:

THE INDIANS AND THE JACK-O'-LANTERNS

It was in the days of log cabins many years ago. Two little girls, Priscilla and Nancy, had been left alone at home. Their father and mother had gone to the village just a few miles away.

"We will try to get home by dark," said their father as they left, "but if we do not, you must be brave girls and take care of yourselves."

"Oh, we can do that," the girls told him. "We will take care of the work, too. There is the house to

make tidy and the pumpkins to bring in from the garden. We shall be busy."

The father and mother rode away.

"I do hope," said the mother, "that no harm will come to them. It is rather dangerous to leave them alone. The savages are still around."

"Have no fear," said her husband. "God is with them."

The little girls set to work happily. They were proud to be trusted with the care of the home. When the work in the house was done, they went out to the garden. They carried yellow pumpkins, one by one, into a shed. When this work was done, they were ready for play.

"Let's make some jack-o'-lanterns," suggested Nancy.

"Good! That will be fun," said Priscilla. And they went at it with great glee. Soon they had finished, and what funny, scary faces they had made! Into the house they ran with them. They put candles inside and lighted them. They laughed to see how strangely the pumpkin faces gleamed at them. It was just beginning to grow dark.

"I wonder when Father and Mother will get home," said Nancy.

"It will be late, perhaps," was Priscilla's reply. "They had much to do. But don't you fear, little sister, we'll be safe."

She went to the door as she spoke. She looked out. What she saw there made her heart almost stop. Two Indians were creeping quietly toward the house. Priscilla shut the door quickly and bolted it.

"What is it?" cried Nancy wildly. "What is it?"

"Indians," whispered Priscilla. "Be quiet, child, be quiet. God help us!"

They knelt down in a dark corner to keep out of sight. The Indians looked in at the window. On the table were the grinning jack-o'-lanterns, their big eyes blazing with the candlelight.

"Ugh! Ugh!" exclaimed the savages. Then with a terrified yell they turned and ran into the forest.

The frightened girls heard and understood. They clasped each other in their arms and sobbed a prayer to thank God for saving them.

Never again did the Indians come to that house. "Ugh! Ugh!" they would say whenever they passed by. "Fire spirits! Fire spirits!"

Practice 4 — Telling Stories

Have a story hour as a practice lesson before the day of your party. Look through all your readers for stories about Halloween. Have your story committee tell stories to your class. Choose the ones you like. Do your story-tellers use good words? Section IV of the Handbook will help them.

Practice 5 — Dramatizing a Story

Dramatize the story of the Indians and the jack-o'-lanterns. You can have two scenes. What will they be? Your teacher will write on the board the words you want each person in the story to say. The play might start like this:

SCENE 1 — Just Outside the Door of the Log Cabin

Father. Well, we had better get started, Mother, or we won't get back home till after dark.

Mother. Yes, we must hurry. Priscilla, you will take good care of Nancy, won't you? Don't forget to bolt the door if it becomes dark before we get home.

In the Land of Anything-You-Please *

All this time you have been reading and talking about real people and things that really can happen. On Halloween it is fun to imagine that anything can happen. Do you remember all those fairy tales about magic wands and wishing stones? They made wishes come true instantly and changed people magically into animals or trees. Goblins, elves, and witches are all from the land of Whatever-You-Imagine or Anything-You-Please.

Halloween is a good time for stories. Perhaps your class can make up an ending for this story:

THE UPSIDE-DOWN BOY

"I wish I could leave everything just where I get through with it. This always having to pick up things and put them away spoils the fun of playing. I don't mind if things *are* upside down around me," said Donald.

"You don't! Are you so sure?" asked a tiny voice behind him. "Let's find out about that."

Donald looked around. There standing on his head was the funny roly-poly toy clown that wasn't supposed to tip over, because instead of having feet, he was round and weighted at the bottom.

"I complained because I never could be anything but right side up. An elf came along and left me this way.

I don't like it a bit. You'd better be satisfied, or things will change for you, too."

"Whoopee! It would be great to turn things upside down and leave them if I wanted to," said Donald.

(What happened after that?)

Practice 6 — Telling Funny Stories

Can you make a funny story about what might happen if —

1. All dogs could talk?
2. Every time people bragged about what they could do, they grew a little smaller?
3. You found a magic stone that would give you just one wish?
4. All your thoughts could be heard?
5. You could change your size whenever you wished?
6. You could hear whatever anyone said about you at any time anywhere?

Put lots of talking into your stories. They will be more interesting if you do.

Practice 7 — Discussing What You Should Do at the Party

Here are questions to talk over:

1. If there happened to be someone at the party whom you didn't like, how should you act toward that boy or girl?
2. If something you didn't like to eat were served to you, what would you do?
3. What do you think about whispering at parties?

Should two or three of the guests ever talk about things they don't want all the guests to hear?

4. When you are leaving the party, what should you remember to do?

The Party

You are all ready for your party now. Remember that you are the hosts and hostesses. You will try to have everyone enjoy himself. Here are some courtesies for you to remember: (1) Try to have everyone take part in the games. (2) Talk with many different children as well as your best friends. (3) See that all your guests are served first.

THANKSGIVING TIME

The first people to have a Thanksgiving Day were the Pilgrims. The Pilgrims were a group of brave men and women who came to this country many years ago. They brought their children with them to make a new home in a strange land.

Their first winter in America was a hard one. They landed from the *Mayflower*, the ship in which they sailed over the ocean, just at the beginning of winter. They put up rude shelters in the forest. It became bitter cold. Many of them died.

They cut down trees and cleared some land. When the warm weather came, they planted crops. The men made friends with the Indians. They hunted in the forest. They built log cabins that would keep out the cold of the coming winter.

All this they did in one year. In the fall there

was a good harvest of corn, pumpkins, and other good things to eat. The Pilgrims now had warm homes. They were prepared for winter. For this they were thankful. They set aside a day of thanksgiving.

The Indians were invited to come. They came, ninety of them with their chief, Massasoit, bringing with them deer and wild turkey. There was a great feast. For three days the celebration lasted. Then the Indians returned to the forest. This was the first Thanksgiving Day.

Practice 8 — Talking about Thanksgiving

Today we still have a Thanksgiving Day. We do not invite the Indians. Most of them are gone. We do not have hunters that bring in deer and wild turkey. We have many things which the Pilgrims did not have. Can you tell what some of them are? Can you tell why we should be thankful?

Practice 9 — Reading about Thanksgiving

You will want to read poems and stories about the Pilgrims. Look through your reading books for good stories about Thanksgiving.

Can you learn from your reading:

1. How the Pilgrims lived?
2. How the Indians helped them?
3. Who decided which day to call Thanksgiving Day each year?

Practice 10 — Planning a Program for Thanksgiving Day

Start about two weeks before Thanksgiving to plan your program for the day. Here are some of the things you may do:

1. Read and learn about the Pilgrims.
2. Collect pictures.
3. Talk over the best things to present in a Thanksgiving Day program, such as stories about Thanksgiving, poems that you have read, a moving picture made by the class.

Make a list of things you plan to have in your program.

Making a Motion-Picture Show

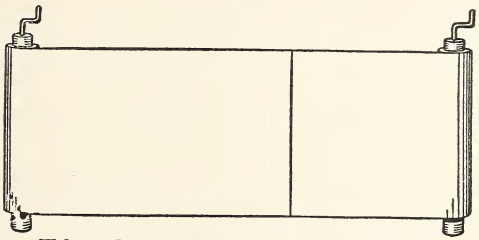
You can make an interesting motion-picture show for your program. Each of you will do part of the work. You will draw pictures and make sentences to put between the pictures to tell the story. You have seen such titles or sentences at picture shows. They help you to understand the play. You might have a "talkie."

The Film. Decide what pictures you want to have made. Use 12 by 18-inch drawing paper.



Two children can work together in painting the pictures or in drawing them with crayon. Wrapping paper can be used instead of drawing paper.

Choose the titles for your pictures. Let other pupils print these clearly on 12 by 18-inch paper.

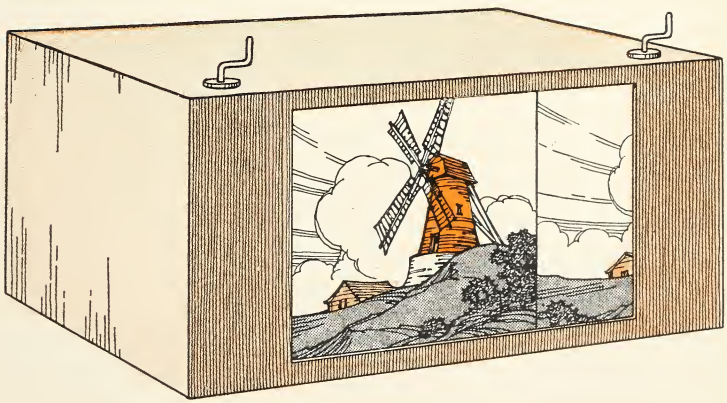


Film fastened to the roller



The roller

When your pictures and titles are all ready, arrange them in the right order to tell the story. Number them with a light pencil mark in the cor-



ner, so that they will be kept in that order. Paste them together, end to end, so that they will make a long strip.

Fasten the ends of your strip of pictures to two round sticks. (Broomsticks about fourteen inches long will make good rollers.) A long light nail driven into the end of the roller will make a handle. It can be bent with a pair of ordinary pliers, as the handles in the illustration are bent.

The Stage for the Show. A wooden, or heavy pasteboard, box about 22 inches long, 14 inches wide, and 12 inches deep will make a good stage.

An opening about 11 inches by 17 inches should be made in one side of the box where the film will show. The back of the stage should be left open to allow room to fasten the film. Cut two holes in the top and two in the bottom of the box, about 2 inches from the corners. The rollers will fit into these holes.

Putting the Film into the Box. You will need to handle your film carefully when you fasten it into the box. The paper will tear if you are careless. Keep the paper rolled loosely while you put the rollers in place. Put them in place through the back of the box, which has been left open. Slip the rollers through the top holes first, then into the bottom holes.

When you turn one roller, the paper unrolls from the other roller. The handles that are fastened into the rollers make it easy to unroll the film as it is shown and then to reroll it ready to show again.

Showing the Picture

It will take two pupils to show the picture. One will turn the left roller while the other turns the right roller. You will have to practice until you can turn the rollers just fast enough to please your class. After that you may show your picture in other rooms.

Your Thanksgiving Motion-Picture Show

To tell the Pilgrim story, you will want to have pictures for some of the following titles. Change these or add others, if you wish.

The Sailing of the *Mayflower*
Landing at Plymouth
Building New Homes
Inside a Pilgrim Home
The Cold, Hard Winter
Going to Church
The Unfriendly Indians
Standish and His Soldiers
Making Friends with Massasoit
Planting Corn
The Fall Harvest
Inviting the Indians
Thanksgiving Day

CHRISTMAS

What comes to your mind when you hear the word *Christmas?* Do you think of the happy time that you will have, the toys and other presents you hope to receive when you wake up on Christmas morning? Christmas is a time for everyone to be happy. Everyone in your home, your mother, your father, and your brothers and sisters, will join in making Christmas a happy day for you. Will you make someone else happy then?

Christmas Greetings

For you I wish
A Happy Christmas Day;
And from its very start
That the New Year will bring you
Only things that will gladden your heart.

Practice 11 — Writing a Christmas Thought

Think of some friend or member of your family whom you would like to make happy on Christmas. Write down a little thought or wish for this person. Make it rather short, but very much your own. Have it sound just as you feel. Read Section I of the Handbook, on "Letters."

When you have read over your greeting and thought about it and decided that it is good, copy it on a little card. Write or print neatly. Be sure that capital letters, commas, and periods are where they belong. Draw a little decoration or paste a seal on the card to go with the greeting.

Addressing Cards

At the Christmas season the work of the postman is very hard. You can help him and make sure that your cards will be delivered before Christmas Day by mailing them early and by writing the address on each card very plainly. Be sure that you know the complete address. Christmas seals may be used on the back of the envelope.

Never paste them on the front of the envelope where they might make it hard for the postman to read the address. The addresses on this page are correct and complete.

Albert Cox
Lexington Hotel
New York City

Mr. R. S. Monroe
1611 North Randall Street
Madison
Wisconsin

Edith Reynolds
R.F.D. Number 7
St. Paul, Minnesota

Miss Ruth Albright
Apartment 6
Bellevue Arms
Pittsburgh
Pennsylvania

Your own name and address belong in the upper left corner. If the letter cannot be delivered to the one to whom it is addressed, it is returned to the writer.

Practice 12 — Addressing an Envelope

Make an envelope to match your greeting card. Address the envelope carefully in neat writing or printing to the person for whom you made the card. Put your own address in the upper left corner of the envelope. Follow one of the models shown here. If you do not plan to deliver the card yourself on Christmas Day, be sure to mail it about a week before Christmas.

Mailing Christmas Packages and Letters

There are many more letters and packages for the postmen to handle at Christmas time than at any other time. We can be of great help if we are careful about Christmas mail. We never like to have our gifts late in reaching us. Do you know why letters and packages are sometimes late or torn when they are received?

Your school postman will be glad to come to your room to tell you how you can be sure that letters and packages will be safe. He will tell you how you can help to make his work easier. One of your class can arrange with your principal to see the postman and ask him to talk to you. Ask the postman to tell you why letters are sometimes lost, why letters cannot always be delivered, how packages should be wrapped, and how packages should be addressed.

Good Listeners

Have you ever noticed how much easier it is to talk to people who listen to you thoughtfully? How can you tell when they are listening?

Here are some rules for listening:

1. Be quiet when one person is speaking to a group of which you are a member.
2. Do not interrupt a person who is speaking to you.
3. Do not turn and whisper to another person when someone is speaking.

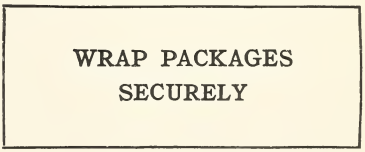
Practice 13 — Making Rules for Listeners

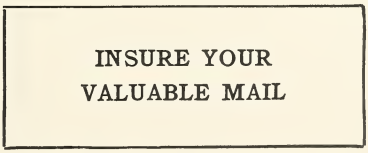
Make rules for *good listeners*. Write them on the blackboard. All of us spend more time listening than we do talking. If we are good listeners, others will enjoy being with us.

Rules in the Post Office

Notices like these are put up in post offices every year:







Practice 14 — Talking about Mailing Packages

Why should you mail packages early? How long a time would you plan for a package to go from your city to New York, to California, or to Chicago? During the rush of Christmas mailing, how much more time would you allow? How do you help the post-office clerks and mailmen by mailing early?

What does the word *insure* mean? How do you insure your parcels? How much does insurance cost? What does the clerk give you to show that you have insured your package? It is a good idea to write on the back of your receipt the name and address of the person to whom your package was sent. Why is this wise?

When you find out that the package has been delivered, what do you do with the receipt? If you learn that the package has not been received, what will you do? How long will you wait before reporting the loss of the package?

Practice 15 — Writing a Class Letter

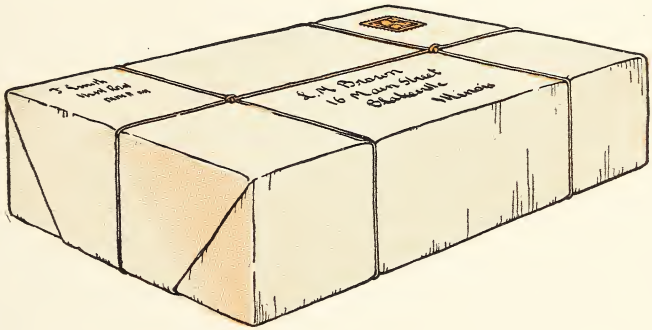
You want others to help the postman, too. Write a class letter to the other classes in your school. Ask them to make the postman's work easier and make mail safer by following the directions that your visitor gave you. You can send a copy of your letter to each room. Put a copy on the bulletin board in the hall. You can put a correctly addressed letter and a well-wrapped

package there as examples. Section V of the Handbook, on "Class Composition," will help you with this letter.

Wrapping Packages

What kind of paper should be used for wrapping packages? What kind of string do you need? Why should you write the address plainly on the package? Always write your name and address in the upper left corner.

This package is well wrapped and correctly addressed.



BUNDLES

A bundle is a funny thing,
It always sets me wondering,
For whether it is thin or wide
You never know just what's inside.

Especially on Christmas week,
Temptation is so great to peek!
Now wouldn't it be much more fun
If shoppers carried things undone?

— John Farrar

UNIT IV

A CLASS NEWSPAPER

As you drive through the country, you see dozens of billboards. You read them without even thinking about it. A billboard newspaper would be a good idea, wouldn't it?

Many, many years ago in the city of Rome news was put up on a kind of billboard.

You can have a newspaper like the old Roman one. A part of your blackboard will do, or you can get large sheets of paper to fasten on the wall. You can print on this paper with large black crayon. Your daily news sheets can be saved and put into a big book at the end of each month. If you use your blackboard, have someone each day make a copy of your paper. At the end of the year you will have a complete story of what has happened in your room.

PLANNING YOUR PAPER

Your news notes and notices can be written by the class working together, by a committee of two or three, or by each pupil writing alone. If you write as a class, read Section V of the Handbook, on "Class Composition."

Have a box in the room where news notes may be dropped whenever anyone has time to write one.

Practice 1 — Talking Things Over

Your paper should be written each day at the same time. Decide upon the best time for writing. Decide also whether to use the blackboard or large paper. Choose a place in the room where your paper will always be shown.

Choose your school-news *reporters* and your city-news *reporters*. *Reporters* are persons who write news for the paper. Your reporters should keep wide awake to find happenings that will make news. Someone should have charge of notices, also.

Choose an *editor*. The editor will decide with your teacher what shall, and what shall not, go into the paper. Sometimes he will make suggestions for improving the paper or even the school itself. What he writes will be called an *editorial*.

If you plan to use the blackboard and to have a copy written each day, you will want a *copy committee* of five pupils. Each one will copy the paper one day in the week.

All these pupils will make up your newspaper *staff*. You may want to change your staff every month, so that all pupils can take part in the paper.

Plan certain days for school news and other days for city news. You will have time to write only one or two news notes each day. Sometimes you can have other notes reported to the class orally to save the time of writing.

Make all these plans in your discussion so that you will be ready to start out on your paper.

WHAT TO PUT INTO YOUR NEWSPAPER

School News

You want your readers to think your paper interesting. Do not write about little things that happen every day. That is not *news*. News is something you do not expect or something that does not happen often.

This is a school-news note from a third-grade room.

Our class heard a talk today on life in the cold North, by Molly Blain. She is going to high school in Madison. Her real home is in Labrador among the Eskimos and Indians. She told of hunting and fishing for seals. The Eskimos are learning to live more like white people every day.

What has happened lately in your room or your school that would be news for your newspaper?

Have you made any trips to the dairy, to a farm, to a factory, or to a park or zoo?

Have you had any parties for Halloween or other holidays?

Have you given any assembly programs for Book Week, Fire Prevention Week, or Safety First Week?

Have you had any visitors to talk to you about other countries or about Armistice Day?

Do you know interesting things about your own

school — the number of pupils in your school, the work of the school nurse, and the work going on in other grades?

Do you know how many pupils are absent each day? Is it necessary for so many pupils to be absent? A study of *attendance*, the number of pupils who are present at school every day, would make good school news for your paper.

Practice 2 — Gathering News

Pick out as *news reporters* two pupils who have sharp eyes and ears. They will make a trip through the classrooms in your school to gather news for your paper.

Each reporter should ask the teacher in the room he is visiting if he may write down what the class is studying or doing. The reporter's notes may be something like these.

FIRST-GRADE NEWS

The first-grade children are learning about chickens from the live hen in their room. She laid an egg yesterday. One little boy was so excited that he said, "Do it again. Do it again!"

AN IGLOO

The snow block house in the corner of the playground was built by the fourth-grade class. They were studying the homes of the Eskimos when the last snow storm came. They decided to try building a real igloo. It was not so easy as they thought.

STORY HOUR FOR THE KINDERGARTEN

The sixth-grade pupils are planning a story-telling hour for the kindergarten. They have been discussing what kind of stories children like to hear. They find out by listening to their little brothers and sisters. Later they will learn the stories they have chosen to tell.

For the first practice each of your reporters may give his report orally. Then the class can help him write it. Later the reporters can make their own news.

Book News

You know how to read so well by this time that you will want to read many books. The other boys and girls may like the books you like. You can put into your newspaper each day a sentence or two about a good book. Reporters will find Section II of the Handbook, on "Sentences," helpful to them.

Practice 3 — Writing a Sentence

Can you tell something interesting about a book that you like? Just one sentence may make someone want to read your favorite book. Underline the title of the book in your sentence.

There is a new book in our library called The Fairy Circus.

When the Root Children Wake Up will make you want a garden.

If you like funny pictures, read Millions of Cats.

Write the best sentence that you can about a good book that you think others will like. Section II of the Handbook will be a help to you.

City News

You can write news notes from hearing the city (or town) news talked about at home. Has there been a famous man in your city lately? Have you had a celebration for Labor Day or Columbus Day? Think over the important things that are going on outside of school.

Would this be an interesting news note for a third-grade paper?

A LOST DEER

One of the small deer escaped from the zoo late Tuesday night. Anyone who sees it is asked to telephone to the zoo-keeper right away. He is afraid the deer will be lost and will starve at this season.

UNUSUAL WEATHER

Many cars were stalled on Breese Hill last night when the ice covered everything. The pavements were so slippery that car wheels just spun around. Five tons of sand were used on the down-town streets to stop the danger of accidents.

Practice 4 — Writing a Paragraph

Make a list on the board of four or five of the interesting happenings in your town. Two of you can work together in writing these news notes for the newspaper.

Be sure that what you write is true. Tell it in as few words as possible. Each sentence should add a new thought.

Spell the names of people correctly. No one likes to have his name misspelled.

The names of persons and of cities or other special places should be capitalized. The Handbook, Section VI, on "Capital Letters and Punctuation Marks," will give you help in this.

Notices

Every third-grade class has many reasons for writing notices. Some of these can be put into your newspaper.

You may want to write a notice of an assembly program that you have been invited to see. You may write a notice of a penmanship or drawing exhibit. Your class may have been invited to a Bird Club talk. Some of your class committees may be planning a meeting.

Meeting of the committee selling Red Cross Christmas seals, Friday, December 6, at 4:00 p.m. in Room 7.

Jerry Wilson, Chairman

A notice should tell the time and place of the meeting. The notice of a meeting should be signed by the person calling the meeting. Who should be the one to call a meeting?

Practice 5 — Writing Notices

Write notices for the things listed below. Before doing this, turn to the Handbook, Section VI, on "Capital Letters and Punctuation Marks," for help in writing correctly.

1. Notice of a "Vacation Fun" exhibit in the lower hall of your school building, on Friday, September 9.
2. Notice of a Christmas vacation to begin on Friday, December 21. Schools will open again on Monday, January 7.

Have you any of these reasons for writing notices?

Rules and times for use of play apparatus
Rules and times for use of gymnasium
Change in the school library hours
Exhibits of school work
School entertainments
Lost or found articles

Editorials*

Sometimes your editor will need to write an editorial. He will tell you what he thinks about your work or the school.

This is an editorial that one editor wrote for his paper:

TOO MUCH TARDINESS

We have been having too much tardiness lately. Sometimes there are good reasons for tardiness, but

most of the time we just play on the way to school. We had six pupils tardy last week. Let's see what a good record we can have for being on time this week. Miss Taylor will begin reading a good story at one minute to nine. Will you be here to hear it each day?

Practice 6 — Writing an Editorial

Write a short editorial on one of these topics:

1. Being careful of smaller children on the playground
2. Writing news notes more plainly
3. Having news notes ready when you say you will

You will find other reasons for editorials. The editor may always ask one or two *assistants* to help him write an editorial. The Handbook, Section V, on "Class Composition," will help the editor and his committee.

Watching Improvement

About once a month, go back over your papers to see how they could be made better. Ask yourselves these questions:

1. **Are the news notes short and clear?**
2. **Do we write in good sentences?**
3. **Do we use capital letters correctly?**
4. **Do we choose interesting words to use?**
5. **Do we choose things that are worth while to report?**

UNIT V

THE CHANGING YEAR

Summer, autumn, winter, spring —
Back and forth the seasons swing;
Sun and snows returning ever,
Like the wild geese on the wing.

THE SEASONS OF THE YEAR

The year has four seasons. They are spring, summer, autumn, and winter. Which season do you like the best? In the spring the green grass and leaves start to come out. In the summer when the weather is hot, boys and girls like to go swimming. In the autumn the leaves turn red and gold and then drop to the ground. In winter the snow comes, and we can coast on the hill or skate on the ice rink.

There is fun in every season of the year. Choose the one in which you think you have the most fun. Tell your reasons for liking it the best. Write them down. Here is what one third-grade girl wrote.

THE SPRINGTIME

I like the springtime best of all the seasons. Then the snow is gone and the weather gets warm. We can play outdoors again without coats and mittens. The little leaves start to come out. The tulips bloom, and white

flowers come on the bushes. I think spring is the most beautiful time of the year. — RUTH B.

Practice 1 — Writing a Paragraph

You may like better some other season than spring. You may have some other reasons for liking it. It may be the games you play or the trips you take. The important thing is to tell what *you* like. Don't choose the season just because Ruth or someone else has taken it. Write your very own reasons for liking one season the best. Before writing your paragraph, turn to Section III of the Handbook for help.

Can you tell what each one of the seasons is like? Here are two word pictures, or *descriptions,* of a certain place. One of them gives you a picture of the place at one season of the year. The other tells about the same place at another season.

THE LAKE

1

The cold wind blew the snow over the ice. The boys had built a fire on the bank, and the skaters stopped to warm frost-bitten fingers and toes. Then off with a shout they glided across the smooth ice.

2

Hot and dusty from their walk from town, the boys gave a shout when they came in sight of the lake. Its dark waters looked inviting. What a scramble to see who would be the first in! In just two minutes every boy was splashing in the cool water.

Practice 2 — Discussing Two Stories

What season of the year does the first story of the lake tell about? The second story describes what season? In which season of the year would you like to be at the lake?

THE MONTHS OF THE YEAR

Do you know the names of all the months of the year? Can you tell which season each month is in and what kind of weather it usually has? Here are the names of the months. Each one begins with a capital letter.

January	April	July	October
February	May	August	November
March	June	September	December

Practice 3 — Writing a Sentence

Select one of the months that you like. Write a sentence that will be a word picture of the month. If you live in the South, your word picture of December will be different from your picture if you live in the North.

Which of these sentences is a word picture from Maine? Which is from California?

1. December is a month when we carry our umbrellas because we know that our spring rains may begin at any time.

2. In December we plan coasting parties because our hills are covered with deep snow.

When you make your sentence, leave the name of the month blank. If your word picture is very clear, the class can guess the month. Write your sentences on the blackboard. Call on someone to write the name of the month in the blank space. See that the name is spelled correctly and that it begins with a capital letter. Here is an example:

In —— the hard maple trees in our yard turn red and yellow.

THE DAYS OF THE WEEK

Can you write down the days of the week and spell each one correctly? Notice that they all begin with capital letters, too.

Sunday	Tuesday	Thursday	Saturday
Monday	Wednesday	Friday	

KEEPING A DIARY

Every day something interesting happens. Many people keep diaries. They write down a sentence or two each day to help them remember the fun they have had or what they have done.

Practice 4 — Keeping a Diary

Keep a diary for a week. Bring your diary to your class next Monday and read it to the other children. Write the names of the days of the week. Then write your sentences after them.

Monday — After school Mother took me down town to buy new skates with the money Uncle Dick gave me

for Christmas. I hope the weather man stops the warm weather, so that the lake will freeze.

THE WEATHER

What a difference the weather makes! Some days are cold and cloudy, and the wind is sharp. On other days the warm sun shines, and the sky is bright and clear. Then it doesn't seem like the same world as on the dark and dreary days.

Practice 5 — Making Oral Sentences about the Weather

The weather makes a greater difference to some people than to others.

What would rainy weather mean to a farmer? To a mailman? To a cement worker?

What would snow and ice mean to a bus driver? To a fruit grower? To a coal dealer?

What would hot, dry weather mean to a dairy farmer? To an ice dealer? To a baseball player?

What would stormy weather with high winds mean to an aviator? To the captain of a ship? To a storekeeper?

The Weather and Your Feelings

Did you ever hear your mother say, "The baby is cross today. I believe it must be the heat"? The weather makes a difference in the way we all feel. Even poets show this in their poems. Can you tell what feeling the poet had as he wrote this

poem? Was he happy, sad, cross, afraid, or puzzled about the weather?

WINDY NIGHTS

Whenever the moon and stars are set,
Whenever the wind is high,
All night long in the dark and wet,
A man goes riding by.
Late in the night when the fires are out,
Why does he gallop and gallop about?

Whenever the trees are crying aloud,
And the ships are tossed at sea,
By, on the highway, low and loud,
By at the gallop goes he.
By at the gallop he goes, and then
By he comes back at the gallop again.

— R. L. STEVENSON

The poet Eugene Field wrote *The Night Wind.* That gives a very different feeling. Have someone read it to the class. How does it make you feel?

How does this poem make you feel?

WIND IS A CAT

Wind is a cat
That prowls at night,
Now in a valley
Now on a height,

Pouncing on houses
Till folks in their beds
Draw all the covers
Over their heads.

It sings to the moon,
  It scratches at doors;
It lashes its tail
  Around chimneys and roars.

It claws at the clouds
  Till it fringes their silk,
It laps up the dawn
  Like a saucer of milk;

Then, chasing the stars
  To the tops of the firs,
Curls down for a nap
  And purrs and purrs.

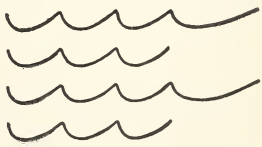
— Ethel Romig Fuller

Most poems have a swing to them. This swing, or rhythm, is sometimes like the thing the poem tells about. You can show the rhythm of a poem by the swing of your arm or by moving your head or body. You can show rhythm with lines. Which of the wind poems do the lines marked (1) fit? Would you make the lines some other way? Read the words for (2).

1.



2.



*Practice 6 — Writing a Poem**

Listen to the wind or the rain or watch the snow sometime. Perhaps some of those things

will make you want to put your feelings into a poem.

The Clouds

On some days the sky is all blue. Then small, light, feathery clouds appear very high in the sky. They are called *cirrus* clouds.

When they become larger and a little darker, with their tops piled up like the froth on an ice cream soda, we call them *cumulus* clouds. As they move across the sky, they change in shape. Sometimes they look like snowy mountain peaks. At other times you can imagine them to be castles, ships, or strange animals.

There are two other kinds of clouds. Watch for them. One is a long, narrow, flat cloud that you can often see when the sun is setting. It is called the *stratus* cloud. The other is the dark rain cloud that sometimes covers the earth like a blanket. The clouds from which rain falls are called *nimbus* clouds.

Practice 7 — Writing Sentences about the Sky

Write a sentence telling what kind of a sky there is today. Write another sentence telling what kind of clouds are in the sky.

Practice 8 — Writing a Group Story

Write on the blackboard a group story about clouds, with a sentence about each of these four

topics. Before writing, read Section V of the Handbook, on "Class Composition."

1. The four kinds of clouds.
2. The shapes of clouds.
3. What kind of weather certain clouds bring us.
4. What clouds are most beautiful, and how they look at sunset.

Here is a poem about clouds that you will enjoy.

White sheep, white sheep,
On a blue hill.
When the winds stop,
You all stand still.

You walk far away,
When the winds blow;
White sheep, white sheep,
Where do you go?

— Old Song

Have you too seen the wind blow all the clouds from the sky? Here is what one third-grade girl saw in the sky as the storm cloud came and went away.

I saw a cloud that looked like a lion.
When it thundered, I heard it roar.
The lion was swinging his big black tail
But soon another cloud scared the lion away.

— June W.

*Practice 9 — Writing a Poem**

With every member of the class helping, write a poem about the clouds that you have seen. Your

teacher will help you and put on the blackboard the lines that seem to be the best. After that, it may be that you can write a poem that will be all your own.

WHAT PUZZLES YOU?

Fathers and mothers sometimes say that boys and girls ask too many questions. School is a good place to have your questions answered.

A Question Box

Keep a question box in your room where any pupil may put in a written question he would like to have answered. These questions about the world we live in were asked by some third-grade children. Are you puzzled about something, too?

1. What is sky?
2. Why do we have summer and winter?
3. Why don't I feel that the earth is turning all the time?
4. Why do we sometimes see the moon in the daytime?
5. What makes clouds?
6. What makes the sky blue?
7. What makes the grass turn green in the spring?
8. How can it be snowing in Milwaukee when the weather is clear in St. Louis?

In writing your questions, be sure to use a capital letter at the beginning of your sentence and a question mark at the end. Look at these eight ques-

tions. Are they all written correctly? Make your question clear, so that others will understand just what you want to know.

Answering the Questions

Someone may read the questions to the class each week. Put them into these three groups:

1. Those that someone in the class is able to answer without any further study.
2. Those that the pupils can answer if they study the books and pictures your teacher will suggest.
3. Those that you will have to ask your teacher to answer.

Set aside a time for talking about these questions and answering them. You and your teacher will have an interesting time. Some of the questions may make you think of others. Keep your question box handy where boys and girls can drop in questions whenever they are puzzled about something.

THE RAIN STORM

Have you ever been in a rain storm or watched one from your window? Have you seen the lightning flash? Have you heard the thunder roar and rumble? If you have, then you have something to tell about. Perhaps you have been in a storm when it rained so hard that drivers could not see to steer automobiles along the road. It would be interesting to tell about that.

Practice 10 — Talking about Rain Storms

When you tell about the rain storm, can you answer these questions?

1. Where were you when the storm broke?
2. What did the lightning look like? Did it seem near to you?
3. Did the thunder rumble, or did it make a loud, splitting sound?
4. How did it make you feel?

THE STORM

In my bed all safe and warm
I like to listen to the storm.
The thunder rumbles loud and grand —
The rain goes splash and whisper; and
The lightning is so sharp and bright
It sticks its fingers through the night.

— Dorothy Aldis

Practice 11 — Making a List of What the Rain Does for Us

What do you know about deserts and other places where it hardly ever rains? What would we do without any rain at all? Can you think of the many things we would not have if we had no rain? Make a list of them. Start the list in this way:

1. If we had no rain, we would have no water to drink.
2. If we had no rain, ——

When you have finished your list, read it to your classmates. From all your lists select the most important uses of water. You may be able to get pictures of the five most important uses of water. Write an explanation under each picture. This will make a good exhibit.

The grass is very glad for rain,
And so, I think, the window pane;
Rain makes the window bright and clean,
And paints the grass a sweeter green.

And foolish children pout and frown,
Just because the rain comes down;
But wiser children bless the rain
For washing grass and window pane.

— Annette Wynne



A SEMESTER TEST

Telling What You Would Do

Number your papers from 1 to 10. Tell what you think is the right thing to do, by writing on your paper the letter of the best answer after each number. The sample below is marked correctly:

SAMPLE: *A*. In conversation I

a. do most of the talking.
b. let others do all of the talking.
c. do a fair share of the talking.

Answer: A — c

1. If I am interrupted in talking, I
   a. get angry.
   b. wait until the other person stops, then talk.
   c. stop talking altogether.

2. If my listeners do not understand my talk, I think
   a. that I have not said what I meant.
   b. that they have not been listening.
   c. that I ought not to have tried to talk.

3. If I interrupt someone in conversation, I
   a. refuse to try to talk again.
   b. nod to the other person to go on.
   c. go right on talking.

4. If someone is talking while I am trying to read at the library table, I
   a. ask the person to stop talking.
   b. quietly take my book to another place to read.
   c. report the pupil to my teacher.

5. If I am working on a committee, I
   a. help decide questions and do my share of work.
   b. let the others decide everything.
   c. try to make everyone agree with me.

6. When we have a visitor talk to our class, I
   a. read my story book.
   b. ask questions all the time.
   c. listen quietly and ask questions when the talk is over.

7. In planning a party, I
   a. try to make everyone do what I wish.
   b. let the other children plan all the games.
   c. help with the plans and the work.

8. If I see a small child being careless about crossing the street, I
   a. report it to the principal.
   b. say nothing about it.
   c. tell him about the danger and show him the safest way to cross.

9. When a child whom I do not know asks directions or questions of me, I
   a. do not answer him.
   b. answer politely and then walk on.
   c. stop and have a long talk with him.

After the test, talk over these questions with each other. Perhaps you will not all agree on the answers.

UNIT VI

VISITING OTHER LANDS

Far away on the other side of the world there is a land called Japan. In this land there are many interesting things to see and learn about. The people there live in houses that would seem strange to us. Their clothes are very different from ours. The manners of boys and girls, their games, and their holidays are all different from ours.

A TRIP TO JAPAN

How would you like to go on a trip to the land of Japan? Of course it will have to be a make-believe trip, but if you try, you can make it almost like the real thing. Your class can become a "Travel Club." From day to day, through books and pictures, you can visit certain places and tell what you have seen there.

*Practice 1 — Writing Letters**

First, in planning your trip, you will write some letters. Write to a steamship company, or perhaps to several, and ask them to send you folders about their trips. You can use this letter as a model.

Washington School
Dallas, Texas
January 22, 1936

Dollar Steamship Line
211 California Street
San Francisco, California

Gentlemen:

Our third-grade class is taking a "make-believe" trip to Japan. We would thank you very much if you would send us any folders that you have that tell about Japan and about your ships that go there.

Yours truly,
Third-Grade Travel Club

This is called a *business letter*. Some things about it are different from the letters you have learned to write. It has one extra part, the address of the company. Arrange your letter like this one.

Practice 2 — Talking Over a Trip

Before you start, talk over some of these questions:

1. How many days will you be on the ship?
2. Will the weather be warm or cold?
3. What clothing should you take with you?
4. Are there any particular things about the ways of Japanese people that you ought to know before you land?

Practice 3 — Writing a Letter on Shipboard

When you have been on shipboard for a few days, you may want to write a letter to your family or

friends at home. Here is a letter written by one third-grade girl.

S.S. Empress
June 6, 1935

Dear Daddy,

I am having a great time on this ship. It is a big one. It's over one city block long. We play shuffleboard and other games. You would like it. They have chairs on the upper deck where you can rest in the sun and look way out over the ocean. I wish you were with us.

Yours,
Betty Lou

Your letter might tell about:

1. Other people on the boat and where they come from
2. What you did when a storm came up
3. A trip over the boat
4. Your stateroom

You will find help in letter-writing in Section I of the Handbook.

HOW THE JAPANESE TRAVEL

As you say good-bye to the ship that has brought you over the ocean, and walk down the gangplank to the strange new land of Japan, you hear boys shouting, "Rickshaw. Rickshaw." This is a short name for a queer little two-wheeled carriage. The full name, *jinrikisha*, is made up of three Japanese words — *jin*, meaning *man; riki*, mean-

ing *power;* and *sha,* meaning *carriage* — a *man-powered carriage,* you see. These carriages were the only Japanese means of travel before railroads and automobiles came to their country. Of course, you will want to ride in one. It will seem more like real Japan than riding in a train or an auto. Then, too, you will have a better chance to look at the Japanese houses and shops along their narrow streets.

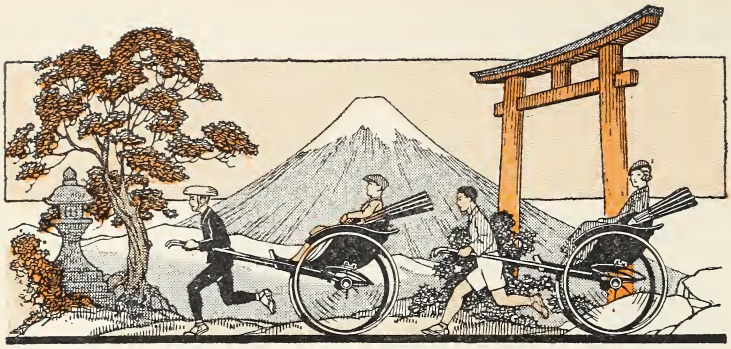
After you have looked at pictures and read stories about Japanese life, you will tell your classmates about your make-believe travels. Telling your classmates is making an oral report.

Preparing Your Report

In making a report to the class, be sure to tell something interesting. It should be something that the rest of the children do not know. They will not want to listen to what they already know. Plan just what you will say. You may practice it by giving your talk to your teacher alone before you give it to the class. Every sentence should tell something about your topic. Every sentence should tell some new thing about your topic.

Practice 4 — Judging a Report

The two sentences underlined in this report on "Japanese Manners" should be left out. Can you tell why? The reasons are in the paragraph you have just read.



JAPANESE MANNERS

Children in Japan are very obedient and polite to older people. Most Japanese children have straight hair. They sit quietly while their parents or grandparents talk about important family matters. They do not "talk back," as our children call it, or give "return words," as the Japanese say. What the older people decide is always done. The children bow low as they leave their parents. They bow politely.

"The Family Sign" is a report that one boy made. Does it tell something that you didn't know? Does every sentence tell you something about the topic?

THE FAMILY SIGN

In Japan every family has a sign that is woven, or embroidered, on each sleeve of the kimono. It is a design in a small circle. Sometimes it is a flower or a group of leaves. This sign tells that the person who wears the kimono belongs to a certain family. Instead of the family sign, workers sometimes wear signs that show what work they do.

Practice 5 — Making an Oral Report

Here are some things that you will see in your travels in Japan. Choose one that you think will be interesting, read about it in your books, and get pictures of it. Then tell your classmates about it. See how real you can make it seem to them.

1. A Japanese jinrikisha
2. How Japanese houses are built
3. What a Japanese city street looks like
4. How the Japanese are dressed
5. The sacred mountain, Fujiyama
6. A Japanese garden
7. A Buddhist temple
8. A Japanese school

HOW TO FIND YOUR WAY IN BOOKS

Some of your books have stories about many different things. Looking for a story about one thing is like hunting for your toothbrush in a big trunk packed with many things. We will help you by telling where you can find some stories about Japan.

In the book named *The Children's Own Reader, Book Three,* there is a story about Japan called "A Wonderful Day." You will find the beginning of it on page 288 and the end of it on page 308. To save words and time, we put all that down in this way:

The Children's Own Reader, Book Three, pp. 288–308, "A Wonderful Day"

Can you find the stories in these two books, too?

Childhood Readers, Third Reader, pp. 70, 72–81, "The Begging Deer"

Curriculum Readers, Third Reader, pp. 191–197, "Changes in Japan"; pp. 219–230, "Ukiko and White Puppy"

If you are looking for pictures about Japan, you will find many of them in the book, *Burton Holmes Travel Stories: Japan,* and in the *National Geographic Magazine.*

Perhaps you can find other books in your library. The librarian will help you.

A JAPANESE HOME

How different a Japanese home is from the one you are used to! The house is low, and from the outside it looks like a square barn. The floors and roofs and two of the walls are made of wood. The other two walls are made of a kind of thick paper.

The inside of the house is strange, too. You will notice that there are no chairs. Japanese people sit on the floor, on mats. When food is served a little table is brought in, a very tiny one, only a foot high. Japanese people also sleep on the floor, on piles of mats. Their pillows are very strange, indeed. They are made of a small block of wood about as big as a brick, with a roll of soft paper on the top of it. This pillow is for the neck, not for the head. Of course, it is nice for the

Japanese girls, as they need not get the arrangement of their hair spoiled over night. Can you find out more about Japanese homes by reading or looking at pictures?

THE PEOPLE AND THEIR MANNERS

The Japanese children may look queer to us at first. Their skin is light yellow, their eyes are slanting, and their dress is very different from ours. But as they see us riding through their streets and calling at their homes, they think we look queer, too. They probably think that our white skin makes us look sickly, and that our clothes are strange.

*Practice 6 — Dramatizing Japanese Manners**

The Japanese have very beautiful manners, different from ours, as you will see from this little scene. Four of the girls in your class may be chosen to dramatize it.

SCENE

Four Japanese girls are seated on mats around a low table. They have just finished drinking tea, and three of the girls, who are guests, are leaving.

First Guest: I can never repay you for the extreme pleasure I have had in visiting your honorable excellency.

Hostess: It is impossible to lose sight of the honor you have bestowed upon my unworthy house by coming.



A Japanese Home

Second Guest: I pray that your excellency will be willing to visit my insignificant house.

Hostess: It is the desire of my heart to see much of your highness.

Third Guest: I beseech your honor to visit me soon and accept what little entertainment my house can offer.

Hostess: On all occasions my house is yours.

Fourth Guest: And mine yours.

Hostess: Consider my house as your own.

Fourth Guest: And mine yours.

Each bows deeply several times, touching the ground with her head. The guests depart.

You can find other Japanese manners told in stories. You can play these stories for each other.

JAPANESE FESTIVALS

The Japanese have days that they celebrate, just as we do the Fourth of July, Thanksgiving Day, and Christmas. One of these is the third day of the third month. It is called the Feast of the Dolls. On this day all the family dolls are brought from the treasure boxes, dressed in beautiful gowns, and exhibited.

Another festival is one in which the boys are more interested. It is called the Feast of Flags, and it comes on the fifth day of the fifth month. On this day every kind of banner is floated from poles and housetops. Strange-looking figures, some of them huge, hollow fish made of colored paper, blow about in the breeze as if alive.

Practice 7 — Conversing about Festivals

You will find many stories and pictures of the Japanese festivals in books and magazines. Do you think you would enjoy their festivals as much as you do our Christmas and Fourth of July? If you like your own holidays better, tell why.

THE RICE FIELDS

As we leave the cities behind and travel through the low land in Japan, we see many fields covered with water. In these fields rice is grown.

The rice plant is a kind of grass. When it is growing, it looks much like wheat or oats. It grows best in low, damp land, as it needs a great deal of water. It must be set out in the wet season. At this time you see men and women in the fields, standing in mud and water and planting the rice.

Rice is the principal food of the Japanese. It is more important to them than wheat is to us. They say that no one need be hungry if he has rice.



Practice 8 — Making a Committee Report

To learn how rice is produced, you can have committees report on these topics. Which one will you choose?

1. Rice farms in Japan. Their size and location
2. Planting the rice
3. Cultivating and watering the rice plants
4. Harvesting the rice
5. How rice is used as food

Section V of the Handbook, on "Class Composition," will help your committee to work out their report together.

SILK

Many people in Japan are busy making silk. They send silk cloth to America, where it is sold in our stores. You have often seen dresses that were made from Japanese silk. Possibly you did not know that the silk came from far-away Japan.

It is hard to believe that the beautiful silk cloth comes from an ugly-looking worm. You will like to read about how this takes place. Some big companies in America get raw silk from Japan. Then machines in their factories here twist it into thread, and other machines weave it into cloth.

Practice 9 — Writing a Letter

Write to a silk company, and ask them to send you material on the making of silk. On the next page is a letter that you may use as a model.

Lowell School
Des Moines, Iowa
April 22, 1935

Corticelli Silk Company
Florence, Massachusetts

Gentlemen:

The pupils in our room are learning about silk. We would like to receive your chart with pictures showing how silk is made. We are enclosing fifteen cents in stamps to pay for the chart.

Yours truly,
Third Grade

This is another business letter. Notice just how it is arranged.

Standards for a Good Letter

1. Is it neatly and clearly written?
2. Is every word correctly spelled?
3. Is the beginning correct? Does the heading in the upper right-hand corner tell when and where the letter is written?
4. Does the letter tell very plainly what you want it to tell?
5. Is the close of the letter correct?

A Written Report

When a committee write a report which is to be read to the class, they should make sure that:

1. They tell interesting things, so that the class will like to hear the report.

2. The sentences are so written that the one who reads the report can see where the sentences start and where they end.

3. The writing is clear, so that the reader will not make any mistake in understanding the words.

This is a report written by one committee.

FEEDING THE SILKWORMS

We stopped and listened. The noise which we heard sounded like the patter of rain upon the roof. Our Japanese friend said that it was the silkworms eating. During the six weeks before the silkworm starts to spin his cocoon, he eats every minute. He does not even stop to sleep. Mulberry leaves are his food. These leaves are picked from the mulberry trees and placed on large trays. When the silkworms have finished eating the leaves on one tray, they are placed on a new tray with fresh leaves. Just before they start to make their cocoons, when they are the biggest, someone must get up two or three times during the night to feed them. During all this time they must be kept warm. This means much work and care. When you watch the ugly green worms eating away at the mulberry leaves, it is hard to believe that they will make beautiful silk.

Practice 10 — Making a Written Report

You will find books and magazine stories with pictures that tell about silk. Each committee of the class can report on a different part of the story. Here are a few suggestions:

1. The silkworm eggs
2. How the young silkworms are cared for
3. How the silkworm grows and spins his cocoon
4. The unwinding of the cocoon
5. The making of silk cloth

Look through Section VI of the Handbook for help in punctuating and capitalizing your report.

Practice 11 — Inviting a Visitor

Many persons from our country have traveled in Japan. Perhaps you know of someone who has been there. Your class would like to hear a visitor from Japan talk and answer questions about the country and the people.

You can invite your visitor by letter or by telephone. Section I of the Handbook, on "Letters," will give you help if you write your invitation. After the talk remember to send a note to thank your speaker.

Practice 12 — Listening to Your Visitor

If your invitation is accepted, you will want to be good listeners. Be ready to answer these questions after the visitor's talk:

1. Did everyone listen as quietly as a Japanese child would?
2. Did you try to pick out important things to remember?

3. Did you ask questions politely about things you did not understand?

4. Did you tell your speaker how much you liked the talk?

Practice 13 — Story-Telling

You can have a story-telling hour in class. Find some Japanese fairy tales or true stories. There are some in these books: *Japanese Fairy Tales*, by Teresa Pierce Williston; *With Taro and Hana in Japan*, by Etsu Inagaki Sugimoto and Nancy Virginia Austen; *Child Life in Japan and Japanese Child Stories*, by Mrs. M. Chaplin Ayrton; *In Kimonoland*, by Emma Yule.

When you find a story you like, read it carefully. Pick out the important things in the story. Plan to shorten it as you tell it by leaving out the other parts.

This is the way one boy told a story that he read in "Little Pictures of Japan," from *The Bookhouse for Children*. You can find the story on page 171 if you wish to read it. Did he tell the important parts?

THE POET'S JOKE

Some of the first people who went to Japan were Dutch traders. They thought that many things the Japanese did were queer. Of course, they didn't stop to think that their ways were just as funny to the Japanese.

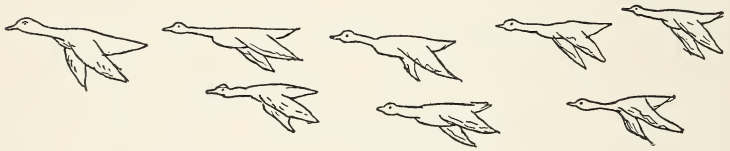
The Dutch writing, which ran across the page like

ours, seemed very strange to those people. They wrote, just as they do now, in columns, from the top to the bottom of the page.

One day a poet saw a flock of wild geese flying. He noticed that a line of them stretched across the sky. He began to laugh to himself and then he wrote his joke on paper. This is what he said:

Wild geese fly,
Sideways stretching, across the sky,
Like comical Dutch writing!

To illustrate his story, this third-grade boy drew a picture like this of the wild geese flying.



THE HOKKU

Here are some Japanese poems. They are called *hokkus* (hŏ-kōōs). They are very short little poems, just tiny little pictures in words. Of course they were written first in the Japanese language. But even when changed to our language they have a Japanese sound.

DREAMS OF FLOWERS

If butterflies could only speak,
What pretty dreams
We'd hear about the flowers!

— Reikan

CHUMS

A shower in spring,
And there in lively talk,
A rain-coat and umbrella walk!

— Buson

A SHOWER

Shower came;
In I came;
Blue sky came!

— Izembo

THE SKYROCKETS

The voice of the rockets,
Then the flash!

After reading a number of *hokkus*, a third-grade girl wrote this poem:

THE RAINBOW

The rainbow is such a pretty sight
  All different colors.
But when the rain comes,
  It washes white.

— Cynthia

Practice 14 — Writing a Poem

Do you think you could write a poem that sounds like a Japanese *hokku?* Pick out just one little picture to put into words. Do not try to rhyme your poem. Use as few words as you can. You might write about the ring of a doorbell, an airplane, a butterfly, or a hail storm.

A JAPANESE EXHIBIT



It is fun to collect Japanese articles and display them on a table in school. Many times your friends will lend you interesting articles for a few days — Japanese prints and other pictures, dishes, furniture, clogs or Japanese shoes, fans, dolls, kites, games, chopsticks, lanterns, and parasols.

Practice 15 — Giving a Talk on the Exhibit

When the exhibit has been arranged, each pupil can give a short talk about the article he brought or the one he thinks most interesting. Here are some of the things you should tell:

1. The name of the article
2. How it is used, where, and how often
3. What it shows about the Japanese
4. Why you think it is interesting

Standards for a Short Talk

When you give a short talk, do you:

1. Speak loud enough for all to hear you?
2. Pronounce your words so that they can be understood?
3. Have two or three ideas which you make clear to your classmates?

UNIT VII

BEING A CITIZEN

AT HOME — HELPING MOTHER

How many times you have a chance to be a good citizen at home by helping Mother! There are many ways to help. Taking care of the baby, drying the dishes, and running errands are ways of helping at home. Name the ways that you can help in your home.

In one school the mothers wrote letters to the teacher and class, telling them the ways in which the children were helpful in the home.

This is the class letter that each child copied and took home. The mothers answered the letters.

Dear Mother,

We are talking about citizenship in our school. We think that a good citizen is a helper at home as well as outside his home. Sometimes boys and girls don't think of things that they could do. Will you write our class a letter to tell us how a boy or girl can help at home?

Lovingly yours,
Ellen

Here are several of the answers that were written by the mothers. Maybe they will tell you how you can help your mothers.

Dear Miss Perry,

Joseph is helpful to me in many ways. Each evening he takes care of Baby Lou while I am getting supper. He runs to the store for me when I need groceries in a hurry. I would have a hard time getting along without Joseph to help me.

Yours sincerely,
Mrs. John A. Canepa

Dear Boys and Girls,

Dorothy helps me most by doing cheerfully the things that she is asked to do. Sometimes I know that it is hard for her to stay in and practice her music lessons after school, but she never complains.

Sincerely,
Mrs. H. R. Bryant

Dear Miss Perry and the Third Graders,

There are many ways in which James is of great help to us in our farm home. Each day he collects the eggs and brings in the firewood for the kitchen stove. He also keeps the water bucket filled with fresh water. His attention to these tasks, as well as his help in feeding the chickens and stock, makes him one of the most useful members of our family.

Very sincerely,
Mrs. Ralph Williams

Practice 1 — Writing a Class Letter

Plan a class letter to your mothers asking how boys and girls can be good home citizens. You

will find help in Section V of the Handbook, on "Class Composition." Each of you may copy the letter carefully to give your mother.

If your mother is not too busy, perhaps she will answer it. What fun you will have reading the answers to the class! All those letters will give you ideas of things you can do to be helpful.

Practice 2 — Talking over Home Problems

Here are some interesting questions for you to talk over in class.

1. Should a boy or girl be paid for doing work around the home?
2. How can you arrange your choice of radio programs for different ones in the family?
3. Is it better to have a regular job to do each day or to do different ones whenever your mother asks for your help? Why?

Tell what you really think about these questions. Should all of you always think the same thing?

GREETING VISITORS

When the doorbell rings at home and you are the one to open the door and greet the visitor, what do you say? If it is a friend of the family, you greet him warmly and ask him to come in. You show him to a chair and then call the member of the family whom he wishes to see. If he has to wait for someone, you may talk to him while he is waiting. If the person at the door is

a stranger, you speak to him politely and find out what he wants to see your family about. If he is selling something that your mother does not want or need, it will save her time if you take his message to her and then take her answer back to him.

A CONVERSATION AT THE DOOR

"Good morning. May I speak to Mrs. Martin?"

"I am sorry, sir. You have made a mistake. Mrs. Martin does not live here."

"Is it possible? Well, I am sorry, too. May I see your mother, my fine young gentleman?"

"My mother is busy. I will tell her what you would like to see her about."

"My dear sir, I want to tell her about something that she will be very much interested in — and you too — when I show it to her."

"I'm sorry, sir, but you will have to tell me what it is that you are selling, so that I may go and tell her."

"Never mind, young fellow, I'll be back and see your mother some other time when she is not so busy."

"Very well. Good day, sir."

Practice 3 — Dramatizing Speaking in a Courteous Manner

Make believe you are answering the doorbell at home. Tell what you would say if the visitor were:

1. A man selling books
2. An old friend of the family from out of town
3. A woman selling vegetables

4. The man who reads the gas meter
5. A neighbor woman to see your mother

WELCOMING NEWCOMERS

When a new family moves into your neighborhood, you hope they have children of your age who will make good playmates for you. How would you feel if you were just moving into a strange city? You would feel lonely. Very likely this new family is feeling lonely, too. It would be kind to look up your new neighbors and make them feel at home. You might say, "Hello. My name is Jim Milward. What's yours?" . . . "Well, Harold, will you come over to my house and play?" Then you would take him to your home and say to your mother, "Mother, this is my new playmate, Harold Brown, who just moved in at the corner house." If you treat a newcomer this way, you will surely make him happy and be friends with him a long time.

Practice 4 — Conversing

Tell what you have done to welcome new children in your neighborhood. If you have had no new neighbors, tell how you would like to have children welcome you if you were a stranger in a new neighborhood.

CITIZENSHIP IN THE COMMUNITY

What is there about our city that we can be proud of? Do we have neat-looking homes, well-

kept lawns and gardens, clean streets and parks? We should be thankful to our town or city for these things. Our city paves the streets, sprinkles them in summer, and keeps them clear of snow in winter.

But there are other things we must do for ourselves to help the city. We must shovel the snow from our own walks and keep our yards clean and tidy. We must all help the city to keep *its* yards, the parks and playgrounds, clean and orderly. No good citizen ever leaves bits of food or tin cans or papers lying around after a picnic. He reads the rules that are posted in parks and public buildings. He obeys them, because he knows that he is one of the many owners of such places and should be proud of it.

Practice 5 — Making a Short Report

Report some of the things that you do at your house to make your neighborhood a more pleasant place to live in. Do you help to:

1. Shovel snow from the walks in winter?
2. Cut the lawn in summer?
3. Plant flowers in the garden or window box?
4. Weed the lawn or garden?

Practice 6 — Conversing about Picnics

Pretend that your class or school has just had a picnic. You are packing up and are just ready to start for home. What are some things you will do before you leave? Why?

KNOWING YOUR CITY

Another way to show our pride in our city is to know as much about it as we can. We should be able to direct strangers to our public buildings, such as the schools, the post office, the city hall, and the public library. We should also be able to tell strangers something about the safety rules of our city, so that there will be fewer accidents. Of course, we should always set an example by following all the rules ourselves.

Practice 7 — Giving Directions

1. Pretend that, as you are leaving school, a stranger asks you the way to the public library. Give him directions to the library.
2. Pretend that a new family have just moved in next door to you and that they want to know how to get to the post office from their house. Write down the directions you would give them. Make a little sketch of the streets to make your directions clearer.

MAKING YOUR TOWN SAFE

Every year many persons are hurt. Most of them are injured in automobile accidents. Your town is trying to decrease the number of these accidents. Here are some of the ways in which people are trying to do it:

1. They have motorcycle policemen who keep the motorists from speeding.

2. They have stop-and-go lights at the important street crossings.

3. They have signs which tell the motorists to go slowly.

4. They have signs near the schools telling the motorists to look out for children.

Practice 8 — Making a Talk about Safe Driving

Tell one of the ways in which your town is trying to make automobile driving safer. Which way do you think does the most good? Tell why you think so. What can boys and girls do to help reduce the number of accidents?

SAFETY ON THE HIGHWAY

Signs That Help

When you ride with your father or some other older person in an automobile, do you notice the signs along the road:

1. When you come to a road that crosses yours?
2. When you come to a school?
3. When you come to a curve? When it is a double curve?
4. When men are working on the road?
5. When the paving is broken or rough?
6. When you come to a railroad crossing?

Practice 9 — Making a List of Safety Signs

Write down all the safety signs you can remember. What are these signs for? Are they more needed in the daytime or at night?

UNIT VIII

OUR BIRD FRIENDS

OUR MOST COMMON BIRD

If you were asked, "What bird do you see most often?" what would your answer be? In many places the commonest bird is the English sparrow. At one time there were no English sparrows in our country. In 1851 the leaves of the trees in many places were being eaten by worms. Some people thought that the English sparrow would eat the worms and thus save the trees. So they brought over the ocean from England cages filled with the sparrows. The sparrows did not seem to care for the worms as food. But they seemed to like our country. After a number of years there were so many sparrows that they drove away other birds and became a pest. The government took steps to keep down the number of English sparrows. There are still many more of them than of any other bird. You see them on city streets, sitting on telephone wires, and in your yards. Even if they are little and gray, and their chirping is not much of a bird song, it is fun to watch them.

LONDON SPARROW

Sparrow, you little brown gutter-mouse,
How can I tempt you into the house?
I scatter my crumbs on the window-sill,
But down in the gutter you're hopping still;
I strew my cake at the open door,
But you don't seem to know what cake is for!
I drop my cherries where you can see,
I bring you water, I whistle "Twee!" —
But nothing I offer, and nothing I utter
Fetches the sparrow out of the gutter.
What is it makes the road so nice
For sparrows, the little brown gutter-mice?

— Eleanor Farjeon

Practice 1 — Writing a Group Story

Everyone has seen the sparrows; so everyone can help in making a story about them. Here are questions that will suggest some things to you. Make a sentence answer each of these questions. If you need help in writing a class story, turn to Section V of the Handbook.

1. How big are sparrows?
2. What color are they?
3. What kind of sound do they make?
4. Where do you see them?
5. Do they stay here in the winter time?
6. What do they eat?
7. Where do they build their nests?

These are some new words you may wish to use when you tell about the sparrows:

small	lively	chirping
gray	grain	roofs
bread crumbs	flying	telephone wires

When your teacher has written on the blackboard the sentences that make up your group story, read them through carefully. Do you notice that each sentence begins with a capital letter? Is there a period at the end of each sentence? When everyone has looked the story over very carefully, erase it. Then see what a good story about sparrows each of you can write. You can use the same sentences that were in your group story. Remember to begin each sentence with a capital letter and put a period at the end. You can make this story the first one in a little booklet that you may call *My Bird Book*.

THE ROBIN

Another bird that many of us see very often is the robin. With his merry song and his red breast, he is a great favorite. He comes early in the spring. Do you know him when you see him? When he hops along the grass, what is he looking for? Have you ever seen him find a worm and carry it off to his nest?

THE SECRET

We have a secret, just we three —
The robin and I and the sweet cherry tree.
The bird told the tree, and the tree told me;
And nobody knows it but just we three.

But of course the robin knows it best,
Because she built the — I shan't tell the rest,
And laid the four little — somethings in it:
I'm afraid I shall tell it every minute.

— GEORGE COOPER

Practice 2 — Writing a Group Story

Write what you have learned about the robin in the story for your *Bird Book*. You can call him "Robin Redbreast." Here are some other things you may be able to tell.

1. When was the first robin of the year seen by any pupil in our class?
2. Where was he seen?
3. What are the colors of his breast and wings?
4. Where does he build his nest?
5. What are the color of the robin's eggs?
6. Why should we never harm the robin?

These are some new words you may use in your story about robins:

bright	perky	friendly
cheerily	singing	redbreast
turquoise	angleworm	tapping

THE BLUE JAY

When you first see the blue jay, you think he is a very pretty bird. His light and dark blue feathers look so neat. The crest on the top of his head makes him look proud. His tail and wings are crossed with rows of black.

But when you wait for him to sing, you are surprised. His voice is rough, and he screams and calls in a noisy way. The other birds do not seem to like him; and no wonder, for he is very rude. He even steals the eggs from other birds' nests. When you watch for a while, you will agree that he is not so fine a bird as the robin.

Practice 3 — Writing a Group Story

When you write your story about the blue jay for your *Bird Book*, here are some questions that your sentences may answer.

1. When did anyone of your class see a blue jay?
2. Where was it seen?
3. What colors are in the blue jay's coat?
4. What kind of sound does he make?
5. How is he different from the robin?

These are some new words that you may use in telling about the blue jay:

handsome	scream	thief
crest	proud	feathers
rough	noisily	screech

THE WOODPECKER

You will hear the woodpecker before you see him. He is the carpenter of the birds. Clinging to the side of an old tree, he drums away with his sharp bill, "rat, rat-tat-tat." What do you think he is doing? He will make a hole in the old tree

trunk. There he will find a worm to take home to his little ones in the nest.

There are several kinds of woodpeckers. The sapsucker sometimes hurts the trees. But the red-headed woodpecker and his cousin, the flicker, eat the borers and help save the trees. The little downy woodpecker is best of all. He eats many insects that he finds under the bark of the trees.

The red-headed woodpecker we know at once when we see him. His bright red head, his white breast and collar, and his black back and wings make it easy for us to know him. He uses his tail to prop himself against the tree as he goes about his work.

Practice 4 — Writing a Group Story

Here are some questions for you to answer about the woodpecker.

1. What kind of sound tells you that the woodpecker is near?
2. Where do you usually see him?
3. Where does he make his nest?
4. How does he get his food?
5. What are three kinds of woodpeckers? Which is the best friend of the trees?
6. How does the woodpecker use his tail?

These are new words you may use in your sentences telling about the woodpeckers:

tapping	tree trunk
drumming	borer
hollow	prop

A BIRD CALENDAR

Possibly you will see some other birds besides the four you have written stories about. Write the dates when you first saw the different birds, like these below:

Tuesday, February 10 — I saw sparrows after we had read about them.

Monday, March 2 — A robin came to take a bath in our garden pool.

Friday, April 3 — A blue jay is bothering the robins in our yard.

Wednesday, April 15 — I saw a red-headed woodpecker.

POEMS ABOUT BIRDS

In the first poem *sing* and *thing* are rhyming words because they sound alike. What other two words rhyme?

A BIRD MAY SIT AND SING

A bird may sit and sing
And do his part that way,
But a child must do some other thing
As well as play.

— ANNETTE WYNNE, in *For Days and Days*

Here are two poems written by third-grade pupils.

Dear Robin Redbreast,
Hopping on the lawn.
You look so very motherly,
I wonder if your little ones
Are hoping you will soon return.

— BETTY

I hear a sound.
It goes "Rat-a-tat-tat."
I wonder where
Mr. Woodpecker is at.

— DAVID

Perhaps you can make your poem swing the way the bird sings. David made his poem jerk as though he were listening to the drumming of the woodpecker. Read it again.

Practice 5 — Writing Verses *

Select the bird you like the best. There may be something about it — its color, its song, or the way it hops from branch to branch — that will suggest a verse to you. Try writing a poem about your favorite bird.

A Poem to Enjoy

BIRD TRADES

The swallow is a mason,
And underneath the eaves
He builds a nest and plasters it
With mud and hay and leaves.

Of all the weavers that I know,
The oriole is the best;
High on the branches of the tree
She hangs her cozy nest.

The woodpecker is hard at work —
A carpenter is he —
And you may hear him hammering,
His nest high up a tree.

Some little birds are miners;
  Some build upon the ground;
And busy little tailors too,
  Among the birds are found.

— UNKNOWN

Practice 6 — Learning a Poem

Perhaps you would like to learn some of the poems you have enjoyed in this book. Choose one that you like.

It is really very easy to memorize a poem. Try the following way:

1. Read the whole poem over, aloud if you can, several times.
2. Try to see the pictures that the poet wanted you to see. Do not keep your eyes on the page, but glance away as often as you can while you read. Try looking at every other line instead of every line.
3. Think how the sound of the words fits the pictures in the poem.
4. Say the poem without looking at the book, except for lines you cannot remember. Do this again and again until you find you can say the poem without looking at the page at all.
5. Say the poem with the last part covered with a paper. Keep saying the lines over, covering more each time, until you can say the entire poem.
6. Later in the day, say the poem to yourself. If you have forgotten a part, open the book and read the poem through again until you know it as well as you did in the morning.

7. Repeat the poem each day after that, until you feel sure that you know it.

8. Say it to someone several times during those first few days. Saying the poem a number of times will help you to remember it.

STORY-TELLING

WHY THE ROBIN'S BREAST IS RED

Long ago the earth was cold and there was no fire. Then the Great Spirit was good and gave men fire that they might be warm. The people did not know how to make fire themselves; so at first they were very careful. They did not let the Great Spirit's fire go out. They kept it burning night and day.

But after many days they became careless. They went away and left the fire. At first it burned brightly. But slowly it began to grow dim. The robin was watching it. He knew how wonderful the fire was. He feared that it would go out and that men would have to live without it again. The robin in those days was all brown. The little brown bird flew down and started to fan the sparks with his wings. Back and forth over the fire he flew, keeping it alive. At last the men returned and the fire was saved. But the robin's breast had turned from brown to red. Since that time the robin's breast has been red.

— ADAPTED FROM AN INDIAN LEGEND

Practice 7 — Telling a Make-Believe Story

This story about the robin the Indians made up years ago. Do you think that you could make

up a story about one of the birds? Here are some ideas for stories.

1. How the blue jay got his crest
2. Why the woodpecker's head is red
3. Where the blue jay got the dark cross marks on his wings and tail
4. How the woodpecker came to make his nest in a hole in the tree
5. How the blue jay lost his song

If you find that you have some bad habits in your use of words, when you tell your story, turn to Section IV of the Handbook, on "Good Words to Use."

A DIARY

A diary is a record, kept day by day, of things that happen. Here is a diary record of two robins that built their nest in a tree near a schoolroom window.

HOW THE ROBINS BUILT THEIR NEST — A DIARY

April 15 — We heard a bird singing just outside our window. It was a robin sitting on the bare branch of an elm tree. When we looked out, he flew down and hopped along the ground. He must have sung just to tell us he was back from warmer places. Perhaps he is the same robin that we saw a month ago.

April 18 — There are two robins hopping about under the elm tree. The female robin is duller colored than the male robin. They fly in and out of the tree as though they were looking for a nesting place.

April 20 — The nest is begun on a high branch. It is made of twigs and grass and looks very untidy.

April 21 — The male bird carried up to the nest

some strings that we hung on the bush. The mother robin is fastening the grass together with mud.

April 22 — Today there is a mud lining in the nest. The mother robin will need a bath, because she makes the nest deep and round by turning herself around and around in the muddy, grassy nest.

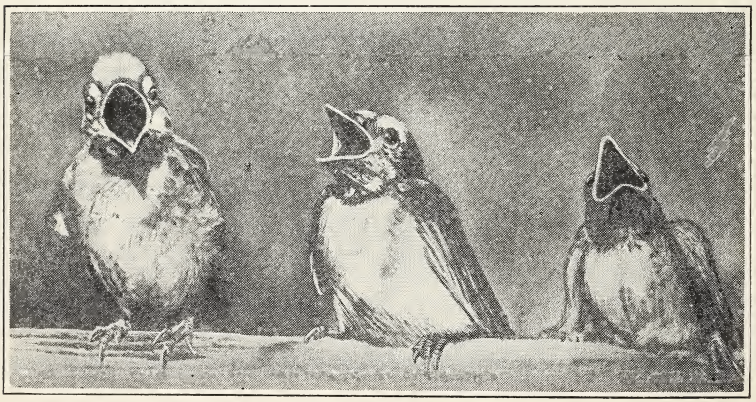
April 23 — The robins like our bird bath. They splashed and chirped as they washed the mud away. The nest has fine grass for lining now.

April 27 — The mother robin sits on the nest all day. The father robin brings food to her. When she hopped up to stretch her wings, we saw three bright blue eggs in the nest.

May 10 — Now there are three tiny birds with no feathers, but big mouths. The mother robin spreads her wings over them to keep them warm and safe.

May 11 — The father and mother bird are both hunting worms and bugs. The baby birds seem to be hungry all the time. Where do the parents find all those bugs?

May 14 — About every ten minutes one of the big birds brings food to the babies. As the father or mother



lands on the branch the baby mouths all open at once as though they answered an alarm clock.

May 21 — One of the baby birds hopped out on the limb of the tree and flew to the ground. The father bird pushed another out.

May 22 — The father bird led the spotted-breasted babies into the bushes to find bugs for themselves. Then he flew away and acted as though they did not belong to him.

This diary was written about birds in New York. Would the dates be the same for birds in Virginia? It is farther south. Warm spring weather comes earlier there.

*Practice 8 — Writing a Bird Diary**

If a pair of birds happen to build their nest near your window where you can watch it each day, you can keep a diary of what happens. Just a sentence or two daily will be enough to write.

AN EXHIBIT

You can make a collection of bird pictures for your room. Which bird pictures would you put under each of these labels?

BIRDS THAT WE SEE ALL THROUGH THE YEAR

BIRDS THAT COME BACK FROM THE SOUTH IN MARCH

BIRDS THAT COME BACK FROM THE SOUTH IN APRIL

Arrange your pictures neatly and make labels to put on your bulletin board. You might arrange them in the order in which your class sees them in the spring.

Each of you should be ready to tell something about the birds that you have in your picture collection.

Practice 9 — Making a Sentence Test

You can use your picture exhibit for a sentence test. Each of you should make up a good sentence about a certain bird. If you need to know more about sentences, turn to Section II of the Handbook. Tell something true and interesting. Remember your capitals and periods.



What Bird Makes This Nest?

One of you will stand near the pictures and point out the bird that each sentence tells about. Sometimes more than one bird can be pointed out to fit the sentence. What birds would you pick out for these sentences?

1. This bird makes a deep, bag-shaped nest of carefully woven grass and string.
2. Sometimes these birds have three sets of baby birds during the summer.

3. I looked at a flower and saw a tiny bird with wings that moved so fast I could hardly see them.

Can you make sentences as good as these for your test?

Practice 10 — Making Bird Riddles

After you have made sentences, you can write several sentences as a paragraph riddle. You may want to send your riddles to another class to see if they can guess the answers.

Remember to use a question mark if your riddle ends with a question.

Do you like these riddles?

I have a black necktie. My back is brown with black speckles on it. My breast is yellow. I make my nest in the field. Sometimes when the farmer cuts the hay, he finds my nest. I lift up the eggs with my toes. What am I? — Jimmie M.

My colors are black and orange. I have a swinging nest on the end of a branch. My babies are rocked to sleep by the wind. What bird am I? — Carl S.

I am all brown. I have a hooked bill. I have ear tufts. I cannot see in the sunshine. I fly around at night and catch rats and mice. What am I? — John S.

BIRD RECORDS

Those who study birds often keep records of what they see. Here are parts of two records made by classes.

FIRST BIRDS OF SPRING

Name of Bird	*When It Was First Seen*	*Where It Was Seen*	*Name of Person Reporting*
Phoebe	April 15	On telephone wire	Edward Lee
Baltimore oriole	April 24	Willow tree	Jean Ross
Rose-breasted grosbeak	May 1	Dogwood tree	Betty Marshall

The second record is a report of the birds' nests that a class found and watched. All the boys and girls promised that they would not touch the nests.

BIRD NEST RECORD

Name of Bird	*Where Nest Was Seen*	*Nest Made of*	*Number of Eggs*	*Color of Eggs*
Bluebird	Bird house	Horsehair lining	4	Pale blue
Song sparrow	Thick grass near ground	Leaves and grass	5	White with some brown
Baltimore oriole	Tall tree	Horsehair, basket shape	4	White with black and brown lines
Wren	Hole in tree	Sticks, soft lining, bit of snakeskin	6	Cream with brown spots
Rose-breasted grosbeak	Elderberry bush	Roots	5	Dull green, dark brown specks

Practice 11 — Keeping Bird Records

You can keep records of many interesting things about birds. Use the blackboard or a large paper. Put it where everyone can see it. A committee can make the headings. Decide exactly what you would like to make a record of.

You can keep a record of bird songs, trying to give the sounds that each bird makes. Sometimes the sounds are almost words. Which bird says, "Bob White, Bob White, Bob-Bob-White"? You may want to make a record of the colors or the sizes of the birds.





UNIT IX

SPRING HOLIDAYS

VALENTINE'S DAY

The fourteenth of February is called Valentine's Day, after a man whose name was Valentine. Valentine lived many, many years ago. He was a good, kind man who was always doing things to make people happy. He loved everyone, even the birds and animals. Because of his goodness, people called him a saint after he died, and named a day in his honor. Now his day is a day of friendship and love, when we remember each other with friendly and loving greetings.

A Letter to an Absent Classmate

Ralph had been sick in bed for almost a week. His schoolmates missed him very much. When Valentine's Day came they said: "Let's each write a letter to Ralph. Then we will send the letters to him." Here is one of the letters that Ralph received. Do you think it is a good letter?

8230 Colonial Road
Brooklyn, New York
February 12, 1935

Dear Ralph,

We have been making valentines in art class. A committee decorated two valentine boxes for our room. They marked one FOR OUR ROOM and the other SPECIAL DELIVERY. The valentines for children who are absent or in other rooms will go into the SPECIAL DELIVERY box. After school on Valentine's Day messengers will deliver those valentines. Don is to be your special messenger. You can be looking for him.

We want you to hurry and get well. You can be in our Washington program if you come back in time.

Sincerely yours,
Harry Damon

Practice 1 — Writing Letters to Absent Classmates

Valentine's Day is a good time to write letters to any of your classmates who are absent. Your thoughtfulness will be a valentine for them. What kind of letter would a sick person like to receive? What will you tell about school? You may make a pretty valentine to send with your letter.

If any children have moved out of town since the beginning of school, write valentine letters to

them. You will find help for your letter-writing in Section I of the Handbook.

One class made valentines to take to the little children who were in the hospital. Do you think you would like to do that?

Valentine Poems

Words that sound alike are called *rhymes*. *Blue* rhymes with *new, you, true,* and *who.* Often the last word in a line of poetry rhymes with the last word in some other line.

In this poem, written by a class as a valentine to their mothers, which lines rhyme?

Mother, mother, I'm your little flower
That's growing, growing every hour.
I was picked and sent to you
As a present very new.

I am going to love you, dear,
More and more each year,
So that's why I kiss you each day
Before I go away.

Practice 2 — Writing Valentine Rhymes

Can you think what the missing word in each of these rhymes might be?
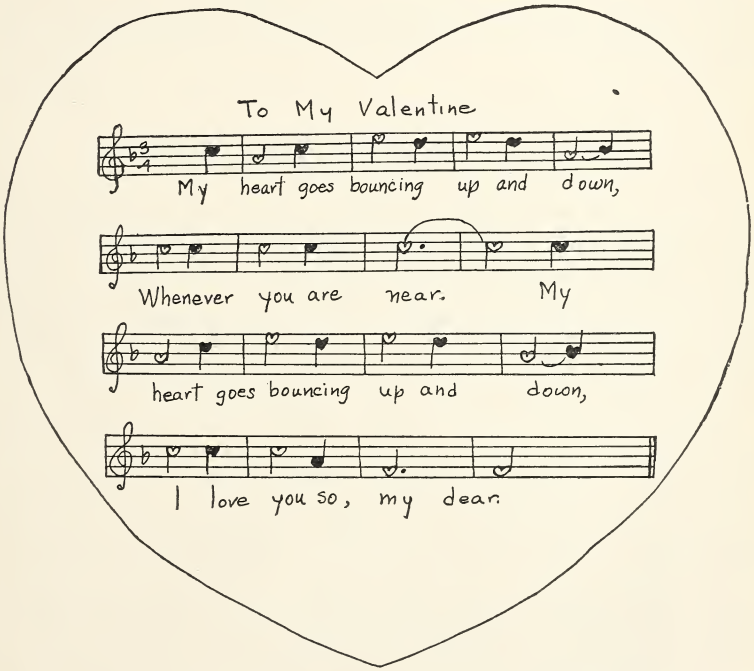
On this happy day, dear friend of MINE,
Will you be my _____?

On friendship day I think of YOU,
My friend who is so dear and _____.

Make up other rhymes yourself or make little poems that do not rhyme. A lovely thought will make a valentine poem, even without words that rhyme.

A Valentine Song

Perhaps you can make a valentine song. One class made up a rhyme and the tune for it. Their teacher wrote the tune in this way, so that each child could take a copy home to his mother as a valentine.



A Valentine Song

Class poem. Music recorded by the teacher, Margaret Balch.

ARBOR DAY

Arbor Day is a day late in April or early in May for the planting of trees and shrubs. The governors of most of the states choose such a day each year when you are to do something to make your yards more beautiful. If you cannot plant trees, there may be other things you can do to make your school grounds look neater.

Plan a *Clean-Up Week* in which all of you will try to make your lawn, back yard, or garden look better. What can you do to help? Talk it over with your parents. Report to the class what you plan to do.

Practice 3 — Planning Some Planting

Draw a small map of your school grounds showing where the building is and where the sidewalks are. Put a small circle wherever there is a tree, and small crosses where there are bushes. Show where you would like to plant something and on the margin write what you would like to plant.

Some third-grade pupils drew a map of their school ground on the blackboard. They then made a list of the things to do that would make it more beautiful. Here are some of the things they listed:

1. The large stones and bricks in the lower corner of the school yard should be picked up.
2. Plant hollyhocks along the east fence.
3. Grass should be planted on the bare places on the terrace.

4. Put up a sign PLEASE USE THE SIDEWALK where people cut across the lawn.

Practice 4 — Listing Suggestions

Write a list of suggestions for making your school grounds more beautiful. Write just your own ideas of what you would like to see. Don't look at anyone else's list until all of you have finished. Then compare lists and talk over the suggestions that might be carried out. Your suggestions will be written in complete sentences. Can you write them correctly? Section II of the Handbook will help you.

Practice 5 — Writing a Letter

Some of you may want to have flowers in your yard. Write to a seed company for a catalog. Study it to decide what kind of plants or flowers would grow best in your yard. The business letter to the silk company, in Unit VI, is a good model for you.

Practice 6 — Story-Telling

For an Arbor Day program you may want some stories. There are many stories about trees. The book *Stories in Trees*, by Curtis, is full of them. Perhaps you can find some in your readers.

To prepare for story-telling, follow the suggestions given on the next page:

1. Read the story all the way through.
2. Go back over it, picking out the important things that happen.
3. Try to remember these points in order.
4. Tell the story at least once for practice.

*Practice 7 — Making a Collection of Tree Pictures**

You will enjoy collecting pictures of different kinds of trees. The class can make a sentence test about them or write riddles as they did in the bird study. There are some famous paintings of trees. The *Avenue of Trees* is one. Do you know it?

Practice 8 — Reading Poems about Trees

BROOMS

On stormy days
  When the wind is high
Tall trees are brooms
  Sweeping the sky.

They swish their branches
  In buckets of rain
And swash and sweep it
  Blue again.

— Dorothy Aldis

Does the swing of the poem make you think of the trees moving in the wind? The words *swish*, *swash*, and *sweep*, all sound like the sound of the leaves as the branches move.

Do you like this poem written by a little boy? It may make you want to write one about your favorite tree.

The poplar stands tall and graceful
  The pine is stubby and short.
When I look at the poplar
I think it is a princess beautiful;
  But when I look at the pine
I think it is a beggar,
  Standing at the door.

— Hugh W.

MOTHER'S DAY

The second Sunday in May each year is Mother's Day. On this day we all remember our mothers, or anyone who takes Mother's place for us, and send them loving messages.

When you have grown up and gone away from home, you will write your mothers letters and greetings, or send them flowers or other gifts. But let us think of something that grown-up children cannot do for their mothers, but that you can do, just because you are still children and are with your mothers.

Perhaps you do thoughtful things for your mothers every day. Possibly there are some things that your mothers would like you to do every day, but that you don't always do, such as putting away playthings, practicing music lessons, or running errands cheerfully. Think of some little thing that will make your mother happy and then

write her a note about it. Here are some sample notes.

Dear Mother,

Today, because it is Mother's Day, I am going to play all my piano pieces for you and show you how well I am doing. Will that make you happy?

Lots of love,
Helen

Dear Mother,

I have a surprise for you. When you look in my room this morning you will find all my clothes hung up, my drawers and cupboards in order, and my toys put away on the shelves. I am sure you will be pleased.

Your loving son,
Robert

Won't Mother be happy to find a note like that under her plate at breakfast on Mother's Day?

Practice 9 — Writing a Mother's Day Note

Write your mother, or your aunt, or your grandmother, such a note. Or write several notes and choose the best one. Write it neatly and correctly on plain white paper. Put it in an envelope properly addressed to your mother (or aunt or grandmother), and slip it under her plate on the morning of her day.

UNIT X

FROM TREES TO HOUSES

GETTING ACQUAINTED WITH TREES

When you meet a person on your way to school, aren't you happy when you know his name? You can speak to him and call him by name. Do you know the names of the trees that you pass by? Wouldn't it be fun if you could greet them by name just as you do the people you know? Here are the names of some trees. Which ones do you pass on your way to school?

elm	spruce	redwood
maple	box elder	palm
oak	willow	locust
poplar	sycamore	cottonwood
pine	birch	apple

As you learn the names of the different trees that you see on your school grounds, along the street, or in the parks, keep a little record of them. Write a sentence for each new tree you become acquainted with. One third-grade girl started her record of trees in this way:

TREES I HAVE MET

There are three elm trees in front of our school. They are large and give us shade on hot days.

There is a row of six poplar trees back of our house. They are tall and straight.

The big tree on the corner of Fifth Avenue and King Street is a maple tree. Father says it is a Schwedler maple. Its leaves are red in the spring. I think it is a pretty tree.

Do you think that you could learn to know three different kinds of trees that you meet each day?

In order that the children might learn the names of the trees on the school grounds, one third-grade class wrote a label for each tree like this one:

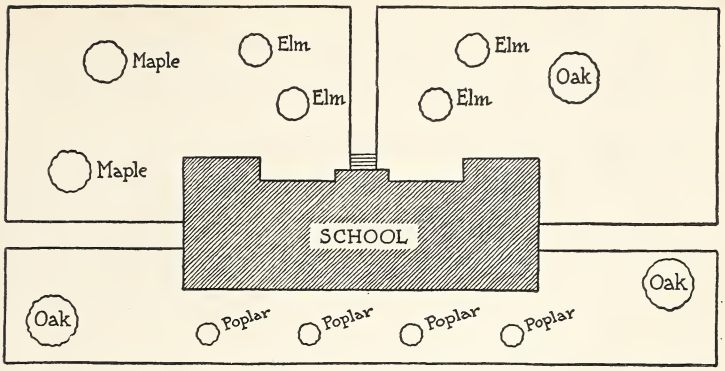
This is a
COTTONWOOD TREE
Gerald Warren
Third Grade
Center School

Practice 1 — Writing Labels *

When you have learned the name of a tree on your school grounds, write a label for it like the one shown. The best label can be placed at the foot of the tree, so that all who see it will know the name of the tree.

Practice 2 — Making a Tree Map

Make a map of the trees in your school yard. You can show whether the trees are large or small by using large or small circles.



When you have made your class map, a small group of you can make a map of the trees in the park nearest you. Some of you may want to make maps of the trees in your own yards.

How Trees Are Useful

Trees are not only beautiful and give us cool shade from the sun on hot days; they are also very useful. When the trees in the forest are cut down, they are made into the wood with which we build our houses, our tables and chairs, and many other things. Indeed, it would be hard for us to get along without the wood that comes from trees.

Practice 3 — Listing the Uses of Woods

There are many things in your classroom made of the wood that comes from trees. Look around you and make a list of all the uses of wood that you see. Here are a few that you may notice.

1. My desk top
2. The rail that catches the chalk dust (chalk rail)
3. The strip that holds the blackboard (molding)

The four trees that furnish most of the wood for our buildings and our furniture are the oak, the pine, the maple, and the birch. As you look around your schoolroom, you will see the wood from some of these trees. One third-grade boy found all four kinds. He wrote these sentences.

1. My teacher's desk is made of oak.
2. The floor in my schoolroom is maple.
3. My desk top is made of birch.
4. The chalk rail is made of white pine.

Practice 4 — Writing Sentences

Your teacher will write on the blackboard a list of the things in your room made with wood from the different trees. Write a sentence for each one telling what wood it is made of.

A VISIT TO A LUMBER YARD

You can learn many things from a trip to a lumber yard. Perhaps you will find out where the wood comes from and how it is shipped into your town. What kinds of wood are used for the inside of homes? What kinds are used for the outside? Which wood is the most expensive? Why?

If there is a lumber company in your district, write a letter to the manager. Ask him to let you

visit his lumber yard. Here is a letter written by one third-grade class.

Jackson School
Atlanta Georgia
May 25, 1936

Dear Mr. Martin,

In our third grade we are learning about woods and lumbering. We would like to visit your lumber yard. We will be very good and not go where we shouldn't. Our teacher will come with us.

Yours truly,
Third Grade

Practice 5 — Planning Your Trip

What are the things you want to see at the lumber yard? Decide on them before you start, so that you can tell the man who will guide you. Here are a few.

1. We want to see different kinds of wood.
2. We want to see the wood that houses are made of.
3. We would like to see how they keep the wood so that it will be dry.
4. We would like to see a circular saw cut some wood.
5. We would like to know where the different woods come from.

Practice 6 — Making a Report

When you return from your visit to the lumber yard, write a report on the things that you saw and learned. You can make a little booklet. Here are some titles for the pages.

1. Our trip to the lumber yard
2. Different kinds of wood
3. What different woods are used for
4. Why some wood is more expensive than other wood

Practice 7 — Writing a Thank-You Letter

The manager of the lumber yard will be pleased if you write him a note of thanks. Here is one that the pupils wrote to Mr. Martin.

Jackson School
Atlanta, Georgia
June 1, 1936

Dear Mr. Martin,

We thank you for taking our class through your lumber yard. It was very interesting. We learned a great deal about wood and how it is used.

Yours sincerely,
Third Grade

HOW THE WOOD GETS TO US FROM THE FOREST

Where does the wood that is piled so high in the lumber yard come from? At one time it was all in living trees in the great forests. Some came from forests in the Southland and some from forests in the Northwest. Perhaps you saw some that was brought to the lumber yard from countries across the sea and made a part of its journey on sailing vessels.

How the big trees in the forests were cut down, and how the great logs were brought to the saw-

mills to be cut into lumber, is a story that is very interesting. You will find it in these books and in others that your teacher will have ready for you:

How We Are Sheltered — J. F. Chamberlain
In Field and Forest — Dunn and Troxell
How the World Is Housed — Carpenter
The Storybook of Houses — Maude and Miska Petersham

Practice 8 — Using the Table of Contents

When you have a book about forests or lumbering, look at the table of contents, which is one of the very first pages of the book. Look through it and when you see something about lumber camps or cutting trees, turn to the page number given. There you will find what you have been looking for. It is really a great deal of fun to find stories in this way. It will also show your classmates how much you know about using books.

Practice 9 — Getting Acquainted with New Words

In reading about lumbering, you will find many new words. Some of them may be hard for you. Here is a list. Pronounce them, and talk with your teacher and classmates about what they mean. Use them in your sentences.

log-rolling	camp	durable	veneer
virgin timber	wintry	felling	ax
crosscut saw	float	log jam	chute
log-driving	plane	drivers	bunks
lumberjack	piling	wood pulp	beams
sawmill	flatcar	warped	forest rangers

Watch your use of common little words, too. The Handbook, Section IV, will help you often.

Stories of the Woods

A STORY OF THE LUMBER CAMP TOLD TO ME BY MY UNCLE

A lumber camp has only three or four shacks built of rough lumber. One is filled with bunks where the lumberjacks sleep. Another is where the cook prepares the meals and serves them to the men. The cook has a helper who is called the "cookee." He is usually a boy who waits on the table and washes the dishes. He also carries in the water, and firewood for the stove.

When my uncle was a young boy he got a job as "cookee" in a lumber camp. The men liked to tease him. One day they sent him to the storehouse for a "left-handed ax handle." Of course, he didn't know that it was a joke, and that all ax handles are alike. The storekeeper told him that the last left-handed ax handle had just been taken. He told him that if he tied a rag around the end of a right-handed ax handle it would do for a left-handed ax man. My uncle went back and told the men. He didn't know it was a joke until they began to laugh at him.

Practice 10 — Telling a Story about Lumbering

Select a story that you have read, or that you have heard someone tell, about lumbering or a lumber camp. Can you tell it to the class so that they will enjoy it? Here are some suggestions for good stories.

1. Story of a log
2. A log-rolling contest
3. Evening fun at camp
4. If I were a lumberjack
5. Life in a lumber camp
6. Mealtime in a lumber camp

Practice 11 — Making Committee Reports

Divide your class into committees. Each committee will work together to find things to report to the class about trees and lumber. Everyone on a committee can help in the hunt for materials and stories. You may get something at home — a picture, or a piece of wood that shows the kind of lumber that comes from a certain tree. One member of each committee can give the talk that will tell the class what his committee has found out. He can use an outline written on the blackboard if it will help him. He can ask members of his committee to show pictures or other material.

Here are topics upon which committees might make reports.

1. Where our forests are
2. What our government is doing to help our forests
3. How the trees in the forest are cut
4. Life in a lumber camp
5. How the lumbermen get the logs to the sawmill
6. The work of the sawmill
7. How the lumber gets to our lumber yard

In writing your reports you will find Section V of the Handbook a help to you.

Here is the report of one committee about getting logs out of the forest.

A LOG DRIVE

When the melting snow and the spring rains swell the rivers, the logs are rolled into the water and floated down to the sawmill. Drivers wear boots with sharp nails to keep from slipping. They carry long pike poles with which to push, pull, and guide the logs down the stream. Sometimes the logs ahead get caught, and those coming down the river back of them pile up into a great "log jam." It is dangerous work for the log-drivers to go out to the center of one of these log jams and break it up. The driver learns to cross a stream by jumping from log to log. He can walk on a rolling, bobbing log without being thrown into the water.

Practice 12 — Improving Your Committee Reports

You have learned that every sentence in a report should be about the topic, or subject. One committee made the report below. There is one sentence that doesn't belong in the report. Can you find it? Read the report without it.

CUTTING THE TREES

Early in the winter the lumberjacks go into the forests to cut down the trees. Two men usually work together, one at each end of the saw. They wear heavy coats and caps and rubber boots. When the tree falls, they trim off the branches with their axes. Then they cut the large trunk of the tree into several logs. These can be loaded on sleds that are drawn by four-horse teams or tractors to the nearest river bank.

Sometimes boys and girls say the same things over and over in their reports. Every sentence in the report should add a new thought. In the following report about the sawmill there is a sentence that does not add a new idea. Can you find it? Read the report without it. If you need more help, study Section III of the Handbook, on "Paragraphs."

AT THE SAWMILL

Each log has been marked by a man called a "scaler." The mark shows how many feet of lumber are in the log and who the owner is. It shows how long the log is and who owns it. At the sawmill the logs are separated and piled according to size and owner. They are then pulled into the sawmill and cut into lumber. The lumber is put into freight cars. Some of it is brought by railroad to our lumber yard.

Standards for Reports

1. Choose something the others do not know.
2. Practice so you can tell it clearly.
3. In every sentence tell something about your topic.
4. Do not repeat thoughts. Be sure that every sentence adds a new idea.

Practice 13 — Writing Letters to Get Information

Sometimes it is better to write a letter asking for information than to try to find it in books. The Bureau of Forestry at Washington and the big

lumber companies will send material if you write for it. Here is an example of such a letter.

Worthington School
Dayton, Ohio
October 25, 1935

Bureau of Forestry
Department of Agriculture
Washington, D. C.

Gentlemen:

Our third-grade class is reading about forests and lumbering. If you have pamphlets that tell about these topics, we would like very much to have you send copies to us.

Yours truly,
Third Grade

SAVING OUR FORESTS

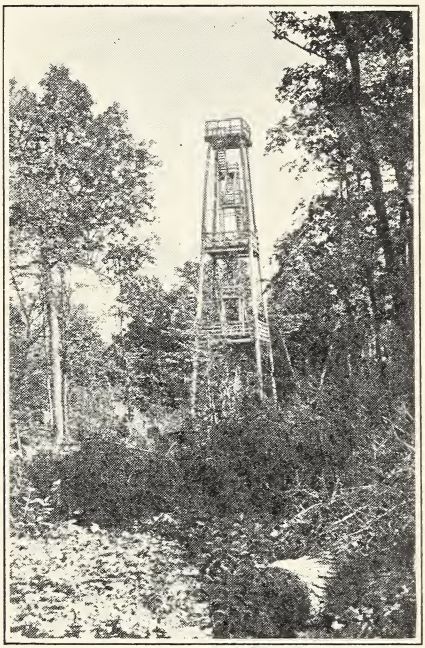
It would be hard for people to live without trees. If there were no trees, our country would be very dry. Trees also keep much of our land from washing away. The roots of the trees hold the soil and keep it firm. They soak up water like sponges and prevent floods.

Trees give us food, shelter, and clothing. Trees make homes for birds and wild animals. What a poor place our world would be without trees!

The first people to cut down our forest trees did not think of the people who would be living here fifty years later. They did not plant new trees. Many trees have been killed by forest fires that have swept over hundreds of acres of land. Tree disease, or sickness, has killed many other trees.

Still others have been killed by insects and small animals that eat their roots or leaves.

Our country has been trying to stop this waste of trees. It has sent thousands of men into our forests to plant new trees. These men clear out the dead trees and underbrush that cause many forest fires. They make trails through the forests, over which the fire-fighters can travel. They build lookout towers. They fight disease, insects, and other tree enemies.



"They Build Lookout Towers"

The big lumber companies are helping to save our forests. They have agreed to plant a tree whenever they cut one down. In cutting down a big tree, they are careful of the little ones near it.

The boys and girls of our country are also helping to save trees. They plant thousands of new trees each year and help take care of old ones.

Practice 14 — Discussing the Saving of Our Forests

What can children do to help save our forests? What causes forest fires? How do you think

children could help in making sure that no fire is left after a picnic or an overnight camp? In what other ways do children sometimes harm trees?

The government puts signs in the forests, with rules for campers printed on them. The first rule on the signs is:

> BE SURE YOUR FIRE IS OUT
> BEFORE YOU LEAVE YOUR CAMP

Practice 15 — Making Rules for Campers

You will be going into the woods during the summer vacation. Make a list of rules for campers and picnickers. You will enjoy the summer more if you help to save flowers and trees for everyone else to enjoy.

Remember that rules should be short and clear, so that they can be remembered easily. Section II of the Handbook, on "Sentences," will help you to make good rules.

Semester Test — Telling What You Would Do

Number your paper from 1 to 10. Tell what you think is the right thing to do by writing the letter of the best answer after each number. The sample is marked correctly.

EXAMPLE:

A. In dramatizing a story, I
   a. try to act so that everyone who is watching will look at me.

b. always ask to play the important parts.
c. am willing to play the part that the class and teacher decide is best for me.

Answer: A — c

1. When visiting a store or some other place with the class, I
   a. wander off by myself to see things.
   b. listen to the guide and ask questions politely.
   c. talk to the other children all the time.

2. When arranging with the owner or manager for the visit, I
   a. tell him what time we want to come.
   b. ask him what time would be best for him to have us come.
   c. say that we will come in whenever we can.

3. If I get the wrong number over the telephone, I
   a. hang up the receiver without saying anything.
   b. get angry at the operator.
   c. say, "I'm sorry," or "I beg your pardon," and ask for my number again.

4. If the operator tells me that she cannot hear me, I
   a. am angry and tell her that I am talking as plainly as I can.
   b. speak more slowly and distinctly.
   c. hang up the receiver and let the call go.

5. If the operator tells me that I am calling the wrong number, I
   a. say, "I beg your pardon," and look up the number again.
   b. tell her that I am sure that I have the right number.
   c. give up trying to make the call.

6. At a party in our room, I
   a. try to talk with only people whom I like.
   b. talk with anyone who happens to be near me.
   c. keep away from the children whom I do not like.

7. When my mother calls at school, I
   a. introduce her to my teacher.
   b. let my teacher ask her name.
   c. let her visit without anyone knowing who she is.

8. When making a report, I
   a. tell about many different subjects.
   b. tell what someone else has told, but tell it better.
   c. tell a few new, interesting things about one subject.

9. In writing letters, I
   a. write all about myself.
   b. write what I think the other person would like to know.
   c. do not care how my letter looks.

10. When I receive a present, I
    a. write a letter thanking the person who sent the gift.
    b. ask my mother to write for me.
    c. put off writing until I forget all about it.

After taking the test, talk over these questions with your class. Perhaps you will not all agree on which are the right answers.

GRADE III

Part II

YOUR HANDBOOK

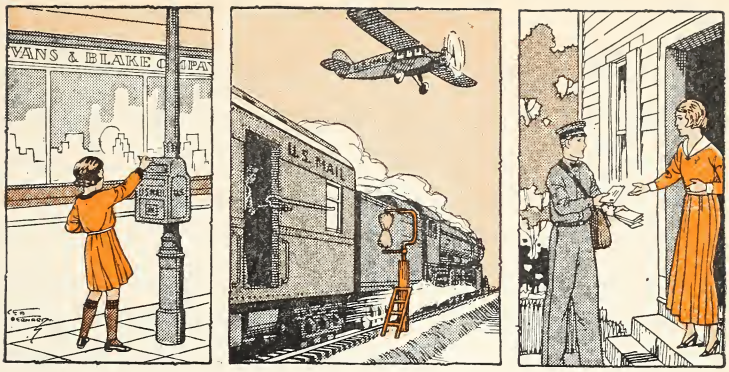
YOUR HANDBOOK

Dear Girls and Boys:

This part of your language book will give you help whenever you need it. You will study only the part that you need at a certain time, just as your daddy picks out of the tool chest the tools he needs to use on his car.

Look through the Handbook to find out what language tools you have to use. Have you ever thought of sentences, paragraphs, and capital letters as tools that help you tell someone what you mean? This Handbook is your language tool chest. Turn back to the Table of Contents to see how that will help you find what you need. Keep the tools in your chest bright by using them often.

The Authors



SECTION I

LETTERS

A letter is a gypsy elf.
It goes where I would go myself,
East or West or North, it goes,
Or South past pretty bungalows,
Over mountain, over hill,
Any place it must and will,
It finds good friends that live so far
You cannot travel where they are.

—Annette Wynne

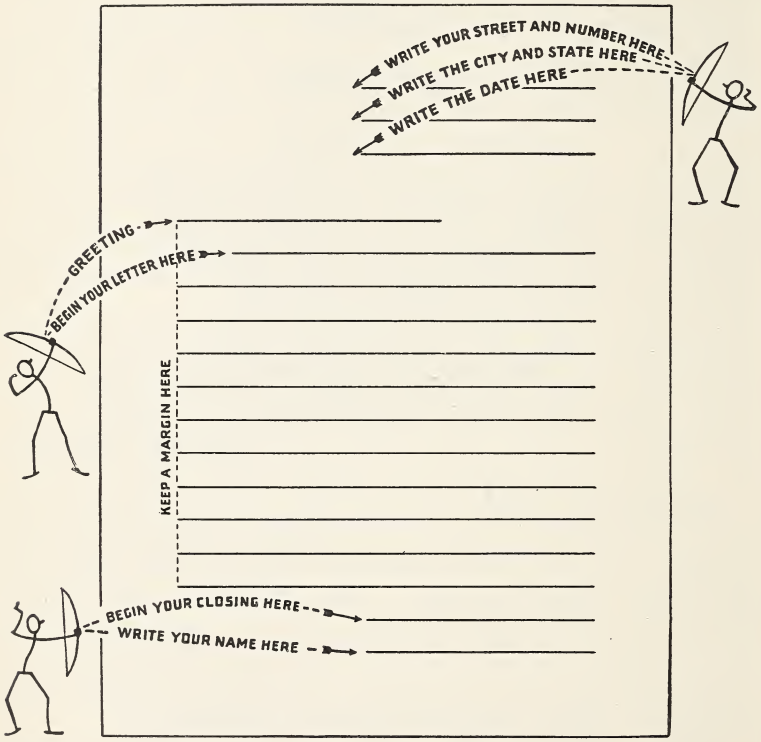
Perhaps you like to think that letters are errand boys. In this poem Annette Wynne tells you how she feels about letters. We all like to get them, and some of us like to write them. Have you ever noticed that some persons write better letters than others? What makes a letter interesting?

Many times this year you will need to write letters. These next pages will help you.

HOW YOUR LETTER SHOULD LOOK

Your letter should be arranged neatly on the page. You should leave spaces at the top and at the bottom. Keep a margin of about one inch on the left, as you do in your stories.

A letter has five parts: *heading*, *greeting*, *message* (or *body*), *closing*, and *signature*. The plan shown here tells you where each of these parts is placed.



It is easy to form the habit of arranging your letter neatly. Study this little sketch whenever you write.

THE PARTS OF YOUR LETTER

Heading

The writer of a letter usually expects an answer to his letter. He should put his address in his letter, so that the one who receives it will know where to send the answer. The address of the writer and the date of the letter are put in the *heading.*

The first line of the heading should begin about the middle of the paper. The second and third lines should begin right under the first.

Notice the *commas.* A comma (,) is used between the day and the year in the date. A comma is used between the city and the state, too.

(Number Name of Street)
(City State)
(Date)

405 Seventh Street
Baltimore, Maryland
February 8, 1935

R.F.D. Number 4
Minneapolis, Minnesota
June 27, 1935

Box 708
Des Moines, Iowa
May 9, 1935

Greeting

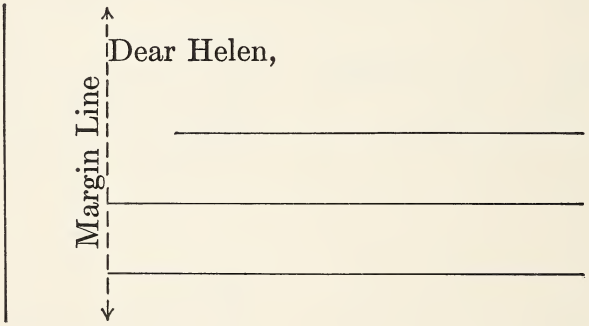
When you meet people, you say "How do you do" or "Hello." When you write to them, you put a *greeting* at the beginning of the letter. It

should be the kind of greeting that fits the person to whom you are writing.

Dear Cousin Mary,	Dear Mother,
Dear Daddy,	Dear Aunt Harriet,
Dear Harry,	Dear Grandmother,

It is always better to use the name of the person than to say, "Dear Friend." That kind of greeting would fit many persons. It does not make the letter seem to belong only to the person to whom it was written. The greeting is followed by a comma.

The greeting begins one inch from the left side of the paper. We call this the *margin line.*



Body, or Message

This is the most important thing about a letter. It is like the story in a book. The cover and title pages of a book are not so important as the story. A letter is a story written for just one reader. No one can tell you just what to put into the *body* of

your letters. No two letters are ever, or should ever be, alike. These suggestions may help you:

1. Think about the person to whom you are writing. Tell about things in which he is interested. Ask about things that you know he is doing.
2. Write as though you were talking. Then your letter will be natural.
3. Make your letter cheerful. You want your friend to be happier after receiving it.
4. Tell much about a few things, rather than a little about many things. Put all of the sentences about one thing together.
5. Answer any questions your friend has asked.
6. If you write on a birthday or a holiday, send good wishes.
7. If you ask the reader to do something for you, ask courteously.
8. Use words and sentences that make your meaning clear.

For each new idea in your letter, begin a new paragraph. You will begin each paragraph about an inch from the margin.

Closing

The *closing* keeps the letter from ending too suddenly. You do not walk away from your friends without saying "Good-by"; so you usually close a letter with a few words of farewell.

The closing often tells how you feel toward the person to whom you are writing. To someone whom you do not know well, you may write

Sincerely yours. Your closing should be natural. It should fit the person who will receive the letter. Here are some closings that you may use for certain persons.

Sincerely yours,	an older friend, a classmate, your teacher
Lovingly yours, or With much love,	your father, your cousin, your grandmother
Very truly yours,	a business man

Begin your closing about the middle of the line. It will be even with the first line of the heading.

Signature

If you are writing to your mother or to another person in your family or to a dear friend, you may sign just your first name. If you write to someone whom you do not know well, sign your full name. Your name should be written very plainly. Begin your *signature* just below the closing.

Sincerely yours,
Elliott Evans

Yours most sincerely,
Knowlton Brown

Very truly yours,
Samuel T. Marsh

EXAMPLES OF LETTERS

Invitations

When you have invitations to write, study these examples. The first is in letter form. The second

is like an announcement. In an invitation always tell the time, and the place, and something about the party or the program to which you are inviting your friends. Are these invitations courteous?

1

Hunt School, Room 103
Sioux City, Iowa
March 17, 1935

Dear Sixth Grade,

We are giving a program on *Saving Our Trees* because we have just been studying about lumber. Will you come to our room at 3:30 p.m. on Thursday afternoon?

Sincerely yours,
Beverly Jones

2

Open House

The third grade will keep open house on Friday from 8:30 a.m. to 12:00 m. and from 1:30 p.m. to 3:30 p.m. Mothers and fathers and friends are invited to see the regular school work.

Letters of Thanks

You often want to write letters to thank someone for doing something for you. These letters will help you. Do they show that the boys and girls appreciated what was done for them?

Lincoln School
York, Pennsylvania
March 19, 1935

Dear Mr. Stoeker,

Our class enjoyed your talk about making furniture. Some of us have seen your workshop. We were surprised to know how much you have to study if you want to make copies of old furniture.

Thank you for talking to us.

Sincerely yours,
The Third Grade

Roosevelt School
Detroit, Michigan
April 27, 1935

Dear Sixth Grade,

We received our copy of the school paper today. Thank you for sending it to us.

This is the best edition of the paper this year, we think. We are happy because you printed two of our class poems.

Sincerely yours,
Ralph Lawrence
For the third grade

Other Letters

1016 Jackson Street
Chicago, Illinois
November 8, 1935

Dear Aunt Molly,

Mother and Father are planning to be away the first week in December. Father is going to a convention in Buffalo and Mother is going with him.

Can you come to spend the week with me while they are gone? Mother says she will not worry about me if you are here. I want you, too. Please come.

Lovingly,
Ruth

If you want to ask about a trip, you can study this letter before writing yours.

Atwater School, Room 204
Shorewood, Milwaukee, Wisconsin
June 2, 1935

Dear Mr. Samuels,

May our third-grade class visit your dairy farm at milking time on Monday? We have been studying about foods and the care of foods. We have heard how careful your workers are to keep the milk clean and pure.

Our teacher, Miss Perry, will telephone to you on Friday. Will you tell her then whether it is convenient for you to have us come?

Very truly yours,
Marcia Sheldon

Make it easy for the one to whom you are writing to answer your question about visiting. How did Marcia do it in her letter?

SOME LETTERS TO WRITE

Practice 1 — Writing Letters of Thanks

1. When Florence came to New Orleans after visiting her cousin Sally, in Memphis, she sent a gift. It was a copy of *Alice in Wonderland.* Write the "Thank you" letter that Sally wrote to Florence. Sally lives at 1706 E. Parkway Avenue, Memphis, Tennessee.

2. Jack Darish's uncle sent his nephew's class an exhibit of rubber, showing how tires are made. Write the letter that the class wrote to the uncle. The uncle's name is A. W. Darish. His office is at 406 Clark Street in Chicago.

Practice 2 — Writing Letters Asking Favors

1. Mrs. A. D. Statler of your city has traveled much in Japan. Your third-grade class wants her to talk to them. Write the letter.

2. The city librarian knows all about the new books in the library. Write a letter asking her to come to talk to your class about new books that you would enjoy.

Practice 3 — Writing Letters to Friends

1. Imagine that you are camping. Write the letter that you might write to a cousin who is staying on a farm for the summer.

2. Imagine that one of your classmates is in the hospital with a broken leg. Write the letter that you might write about what is going on at school.

ADDRESSING ENVELOPES

The envelope should tell the sender's name and address, as well as the name and address of the one to whom the letter is going.

These rules are important:

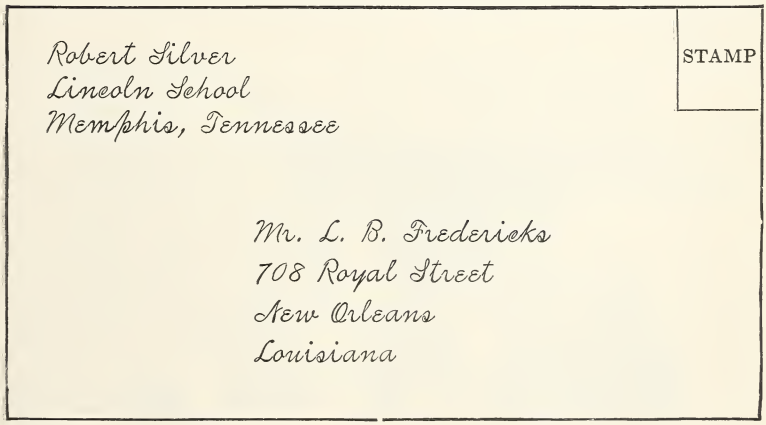
1. **Write or print plainly.**
2. **Give the complete address.**

Do not leave off the house number. The bigger the city, the more complete the address should be.

3. **Write out on a separate line the name of the state.**

New York City does not need to be followed by the name of the state. Do not abbreviate anything in the address.

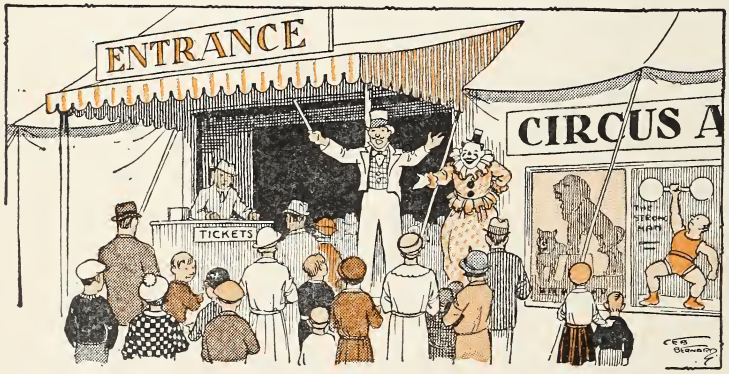
4. **Put your own address in the upper left corner.**



SECTION II

SENTENCES

Your baby brother or sister makes one or two words tell many different ideas. Sometimes when he says "Daddy," it means, "There goes my daddy." Sometimes it means, "I want my daddy." Sometimes it means, "There's daddy's shoe," or "There's daddy's chair." You and your parents enjoy watching the baby's face and motions to see what he really means. You are older, and you know the words for most of your thoughts. Your parents and friends now expect you to tell your thoughts completely and clearly. Can you do this?



Do you think that the boy in this story needs to learn to tell his thoughts more clearly?

"When you get through shopping with Mother, stop at the office for a few minutes, Max," said Dad.

"Can't — goin' fishing later. With Dick. Want me for?" asked Max.

"Why, I have tickets for the circus, and I thought you and I would go. Nancy will go, though, if you have other plans."

"Oh, boy! Sorry! Let me know sooner? Better meet Dick, though, guess. Expecting me. Good time!"

Our friends and parents are used to our speech and understand us better than strangers do. But if we are lazy about expressing our thoughts completely and clearly at home, we may make a habit of it. Max really meant to say in his last speech, "Oh, boy! I'm sorry! Why didn't you let me know sooner? I'd better meet Dick, though, I guess, because he's expecting me. Have a good time!"

Some practice in making complete sentences will help you if you have the habit that Max has.



"Is This Your Dog, Sir?"

Does Ralph tell the man clearly about the dog in the following story?

"Is this your dog, sir? I found him asleep in our car this morning. We must have left the garage door open. He had climbed upon a bench and into the car through the open window," said Ralph to the man who answered the doorbell.

"Why, yes; that is our dog. But how did you know who owned him?" asked the man.

"I've seen him around this corner often. Lots of times I've wished he was mine. From the way he wags his tail when you get off the bus, I knew he belonged to you. Besides, you look like a fellow who'd want to have a dog," said Ralph with a smile.

"So do you. So I'm going to see that you have one, too, for bringing my dog back home."

SPEAKING IN COMPLETE SENTENCES

Tell your thoughts clearly and completely. Then you will be talking in *sentences*. Sometimes we can answer questions clearly with one or two words, but usually we must use complete sentences if we make our thoughts plain to other persons.

Practice 1 — Telling Sentences from Parts of Sentences

Some of these twenty groups of words are sentences. Others are just parts of sentence thoughts.

1. Write on a paper the numbers of those that are sentences.

1. The radio is new
2. Books on the shelf
3. Books are good friends
4. Do you like baseball
5. The best game
6. Sliding down hill
7. Send me a postcard
8. A large glass plate
9. The light is too bright
10. Your picture and his
11. The music
12. Birds sing in the morning
13. Late in the afternoon
14. Trains carry mail
15. The mail plane
16. Our football captain
17. A picnic in the woods
18. Trees have been cut down
19. Along the road
20. The road is rough

2. Add words to make the others into good sentences.

EXAMPLE: The *books on the shelf* are about Indians.

In speaking, you show the end of every sentence by a little silence, by a pause. Read this story aloud in such a way that your classmates will know where each sentence should begin and end. You can copy the story, putting capitals and periods where they should be. There are four sentences in it.

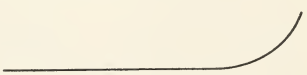
Many of the people of Switzerland are very poor after a storm they rush outside and pick up all the broken branches of trees they carry this wood home to burn they are glad to have it because they have no coal.

TWO KINDS OF SENTENCES

When you talk or write, you are either telling people something or asking them something. Children ask about many things. Repeat some of the questions you have heard little children ask. Can you always tell the difference between an *asking* and a *telling* sentence?

Your voice tells when a sentence is ended. It often tells what kind of sentence you are saying, too. Listen to your voice as you read this sentence aloud:

Won't you go with us?

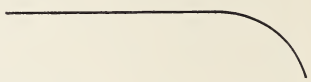
Did your voice go up like this line? 

Perhaps you would make the line some other way.

Read the next sentence, and listen to your voice again:

We'd like to have you go.

Did your voice go down at the end of the line, like this?



Practice 2 — Marking the Way Your Voice Goes

Show by drawing lines on your paper how your voice goes up or down when these sentences are read. You will not all make your lines alike, but none of those for the telling sentences will go up at the end. All the questions will.

1. The Garden Club meets Friday.
2. It wouldn't be a circus without elephants.
3. There are seven in the car.
4. You cannot feed the zoo animals.
5. Would peanuts hurt the monkeys?
6. Have you bought a license for your dog?
7. Are those the last flowers in the garden?
8. Are all traffic lights alike?

Did you listen carefully to your voice? If you did, you made the lines for the first four sentences different from the last four. The last four are *questions*. They *ask*, instead of *tell*, as other sentences do. Do you notice the mark that is used at the end of asking sentences, or *questions?* It is a *question mark*. Most sentences that tell something end with a *period*. Do the telling sentences above end with periods?

A period should be placed after every sentence that tells something.

A question mark should be placed after every sentence that asks something.

Practice 3 — Putting Ending Marks on Sentences

Copy these sentences. Put the right mark at the end of each one.

1. Why do dogs bark
2. Some animals are afraid of fire
3. Birds fly south in winter
4. What is a baby cow called
5. Birds are like airplanes
6. How are dishes made
7. Can a tree bend
8. Ice cream can be covered with chocolate
9. Some fish fly
10. How is paper made

Practice 4 — Writing Sentences with Ending Marks

Write the following sentences. Put the right ending mark after each one.

1. All the children wore wooden shoes
2. When you are served, eat slowly
3. When warm weather came, the snow man melted
4. Did you have a good time at the picnic
5. I was sorry to see him go, weren't you
6. My favorite toy is a little army truck
7. If I win, will you play with me again
8. Wasn't he a funny clown
9. Can you guess what happened
10. At Niagara Falls I saw the lights shine on the water

Practice 5 — Changing Questions to Telling Sentences

Make these questions into telling sentences. What ending mark will you put after each?

EXAMPLE: Is *Cinderella* a fairy tale?
Cinderella is a fairy tale.

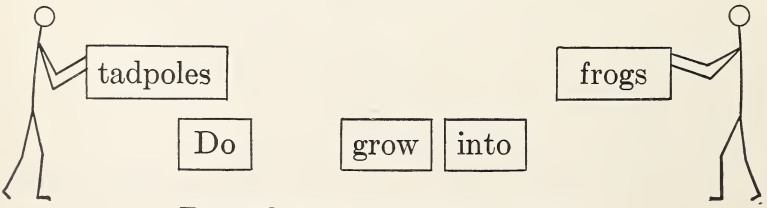
1. Is glass made from sand?
2. Was Byrd's dog in Little America?
3. Is February the shortest month?
4. Is Thanksgiving always in November?
5. Can an airplane go faster than a train?
6. Is there always snow on high mountains?
7. Are there places where it never snows?
8. Does rain make plants grow?
9. Did the Indians hunt buffaloes?
10. Do big cars use more gasoline than small cars?

KNOWING A SENTENCE

Practice 6 — Solving Sentence Puzzles

See if you can make clear sentences by putting these words in order. When you write the sentences, begin with a capital letter and end with a question mark or period.

EXAMPLE: frogs — tadpoles — do — into — grow

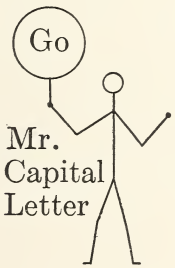


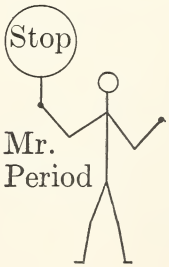
Do tadpoles grow into frogs?

1. Jean — tales — reads — fairy
2. road — a — map — used — we
3. books — have — new — some — we
4. Texas — in — grows — cotton
5. froze — snow — leaves — the — little — the
6. colder — the — is — weather — much
7. mail — faster — are — telegrams — air — than
8. birds — to — learn — how — do — fly
9. away — hills — wear — rivers
10. spring — bloom — the — in — early — lilacs

Dividing into Sentences

Divide what you write or say into sentences, so that you can be understood. If you are speaking, the little silence is your *Stop* sign. If you are writing, a period or a question mark says to your reader, "*Stop!* This is the end of a thought." Then a capital letter on the next word says, "*Go on!* This is the beginning of a new thought."





If you can remember about the little silence after every sentence when you speak, you will not have the *and* habit. Keep each sentence separate. Take time to think of your next sentence before you say it.

Practice 7 — Putting Stop *and* Go *Signs into a Story*

Read this story aloud. Show by your voice where each sentence ends. Then copy the story, putting a capital letter at the beginning and a question mark or period at the end of each sentence.

Some boys and girls like to go to camp for two or three weeks in the summer time they earn the money and pay their own way they have a good time swimming in the cool water and sleeping in open tents sometimes they hear owls hoot at night or squirrels run over the tops of their tents in the morning they slide out of their cots and take an early morning dip in the water the morning air is cold the water feels like a warm blanket it holds the heat of the sun from the day before after the swim they race back to the tents in the fresh air they are usually ready for a hearty breakfast would you like to go to camp

A Sentence for Every New Thought

Sometimes if we are not careful, we run two or three different thoughts together in one sentence. Those "run-on" sentences are hard to understand. Remember to begin a new sentence for each new thought.

Practice 8 — Correcting Run-On Sentences

These are incorrect sentences from stories by third-grade pupils. There were two thoughts in each one as the pupil wrote it. Write the sentences

as they should be written. Perhaps you will want to leave out words in some of the sentences.

EXAMPLES: I have a little sister at home she is nine months old.

(*Corrected*) I have a little sister at home. She is nine months old.

Eight children were absent today and Ralph has the measles.

(*Corrected*) Eight children were absent today. Ralph has the measles.

1. When I was going to the store I forgot my dime I had to go back home.
2. I was trying to see who could jump the highest and then I tumbled and fell into the fish pool.
3. We were playing in a house just being built suddenly I stepped down a chimney hole.
4. Mother asked me to take a bundle of clothes downstairs while I was doing it I tripped and fell.
5. The snow was drifted and we fell in it and it came almost to our necks.
6. I was going to the store for my mother and I lost a dollar and had to go home without the groceries.
7. When my mother went away she locked the door and after school we played games until dinner time.
8. We keep our rabbits in the garden and one day one of the rabbits bit another.
9. Last summer was the first time I ever rode a pony and Mother had to hold on to me so I would not fall.
10. I went to Mary Lee's birthday party she was eight years old.

Practice 9 — Dividing Stories into Sentences

All these stories or parts of stories should be broken into sentences. The boy or girl who wrote them did not remember that only one thought belongs in a sentence. How many sentences should there be in each story?

Read the story over to yourself carefully before you decide how many sentences there should be. Be ready to read the stories aloud in sentences. You may wish to leave out a word or two. *And* is used too often in some of the stories.

EXAMPLE: Last summer was the first time I ever rode on a pony and my mother had to hang on to me or I would have fallen off after a while I could stay on by myself.

(*3 sentences*) Last summer was the first time I ever rode on a pony. My mother had to hang on to me or I would have fallen off. After a while I could stay on by myself.

1. We got snowed in and had to sleep in the car all night and the next morning we had a man come out and take us to the garage.

2. I was asked out to dinner I took some friends along with me I thought it was all right to do that.

3. At home I have a little sister she is nine months old.

4. At the fair I saw men washing an elephant he lifted his trunk full of water I ran away as fast as I could.

5. When I went up into the attic to look for one of my old hats I heard a bird singing I looked in every

corner and hole in the attic and could not find a bird then I peeked into a small hole and saw two little pigeons.

6. We had a parrot when we asked how a dog would go he would say, "Bow-wow" and then I would ask him what Daddy said when he was bad then he would hang his head.

GROWN-UP SENTENCES

Practice 10 — Making One Sentence of Two

Do you remember that your first-grade readers had very short sentences? Now the sentences in your readers are longer and more interesting. Often the thoughts in two short sentences can be put into one good sentence.

Make one good long sentence of the thoughts in the following sentences:

EXAMPLE: (*2 sentences*) At the zoo we saw a monkey. He was very funny.

(*1 sentence*) At the zoo we saw a very funny monkey.

(*1 sentence*) The monkey that we saw at the zoo was very funny.

1. I had a dog. His name was Prince.
2. I have a new suit. It is a pretty suit.
3. I have a pet cat. He can catch rats.
4. I have a cat. My cat is big.
5. Joe had to go to the doctor. He cried.
6. Harold is interested in his writing. He is interested in new books.

7. I have two dogs. They are good dogs.
8. My doll looks like a baby. I call my doll a baby.
9. My rabbit eats toast. He eats carrots.
10. Last night I went skating. I went skating on the sidewalk.
11. I fell off my sled. I fell in the snow.
12. I was playing in the sand pile. A boy and I were playing together.

You will find that there are several ways of saying these two thoughts in one sentence. Read to each other the sentences you have written. Decide which ones are good sentences.

Practice 11 — Making Better Sentences

The six sentences in this practice have ideas that belong together. Can you make one good sentence of them?

EXAMPLE: The Viking ships had one sail. It was made of heavy cloth.

The Viking ships had one sail of heavy cloth.

Your teacher will write the sentences on the board as you say them. There are several ways to put these two ideas together in an interesting sentence. Use as few words as you can to give the meaning.

1. People are hurt while crossing streets. They are not careful.
2. We are going to have a reading party. It will be on Friday, at three o'clock.

3. I like winter. I can coast down the hill.
4. Ruth laughed at the frog in the pond. He was puffed up.
5. Silkworms eat mulberry leaves. They eat many leaves in a day.
6. We spent the day in the stores. We were buying Christmas presents.

TESTS

When you want to see whether or not you know good sentences, take these tests.

Test 1 — Do You Know What a Sentence Is?

Some of the groups of words that follow are sentences, but some are not. Write the numbers 1 to 20 on a piece of paper. Put *Yes* after the numbers when the words make real sentences and *No* after the numbers where the words do not make real sentences.

1. Yesterday I was going over to Tim's
2. When my sister and I were playing doctor
3. On Christmas morning just after I got up
4. One Saturday my daddy made a slide
5. When my mother was away
6. When I was coming to school the snow was deep
7. When I was over at my aunt's two years ago
8. My sister went with us
9. And got it
10. After school that time

11. Last summer was the first time I ever rode on a pony
12. On Saturdays I help Mother
13. And went to see the monkeys
14. When I won, she would quit
15. My favorite toy is an army truck
16. And bumped into our car
17. The water looked like foam
18. We should cross streets only at crossings
19. Like my Aunt Mary
20. Glass was not used in the windows of the first pioneer homes

The highest score that you can get on this test is 20. You should be able to score at least 15. If you do not, ask your classmates to help you with sentences. They will remind you to talk in sentences. They will help you to write your stories in sentences, too. Perhaps you may read your stories to your classmates, sentence by sentence. They will listen to see if each sentence tells one thing.

Test 2 — Choosing Good Sentences

The lines on the next page tell the same thing in two different ways. Read them to yourself. Which one of the two ways would you use if you were writing the story? Give your first choice and your second choice. You will have to ask yourself whether those thoughts are better as one long sentence or as two short sentences.

EXAMPLE: (a) Nan and Ned were visiting in Holland. They thought the Dutch children dressed queerly.

(b) When Nan and Ned were visiting in Holland, they thought the Dutch children dressed queerly.

Answer: First choice — b
Second choice — a

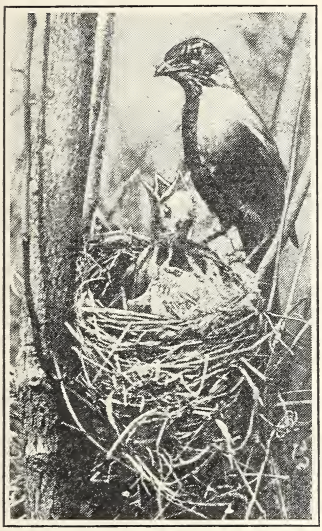
1. (a) I was at Niagara Falls. I saw the lights shine on the water.
   (b) When I was at Niagara Falls, I saw the lights shine on the water.
2. (a) When a little colored fellow saw a scarecrow in the field, he ran home as fast as his feet would carry him.
   (b) A little colored fellow saw a scarecrow in the field. He ran home as fast as his feet would carry him.
3. (a) Baby Ruth, my sister, takes her bath each day. She tries to swim.
   (b) When Baby Ruth, my sister, takes her bath each day, she tries to swim.
4. (a) When Mother puts my brother in the tub, he splashes the water at her.
   (b) Mother puts my brother in the tub. He splashes the water at her.
5. (a) I was out for a walk. I saw a snow man.
   (b) While I was out for a walk, I saw a snow man.
6. (a) When we get our report cards Wednesday, some pupils will pass to the next grade.
   (b) We will get our report cards Wednesday. Some pupils will pass to the next grade.

7. (a) We had to stop at a garage. We had a flat tire.
   (b) We had to stop at a garage because we had a flat tire.
8. (a) The children decorated the Christmas tree. They put wreaths in the windows.
   (b) The children decorated the Christmas tree and put wreaths in the windows.
9. (a) I want a book for my birthday. It is April 10.
   (b) I want a book for my birthday on April 10.
10. (a) The mother robin would not go near the nest. The boys had handled it.
    (b) The mother robin would not go near the nest after the boys had handled it.

SECTION III

PARAGRAPHS

The letters that you get and books that you read are divided into paragraphs. A *paragraph* is a group of sentences all about the same thing.



The mother robin must have been thinking of our class when she built her nest in the tree just outside our classroom. It was just below the window sill; so we could look down into it. We saw every twig and bit of hay as she tucked it into the nest. Later we watched the mother bird when she cared for the blue eggs.

The father bird cocked his head at us every time he brought food for the mother. He seemed to want us to think him a fine fellow for waiting on her. After a while he hopped down to the sill and pecked on the window. He had found out that we were willing to help him in his work by putting crumbs out for him.

The first paragraph is about the mother robin and her nest. The second is about the father robin.

Each paragraph is *indented* to show that a new thought is beginning. To *indent*, leave a space of about one inch at the beginning of the paragraph.

THE MAIN THOUGHT

A good paragraph has one main thought. Usually you can say what it is in a few words. This main idea is the *topic* of the paragraph. It is like a magnet. Have you noticed how a magnet pulls bits of iron to it? That's the way all the sentences of a good paragraph hold together around the topic.

These five sentences would make a good paragraph because they all belong to the same topic:

The color in the sunlight makes a rainbow.
Water in the air makes the colors show.
You can see rainbow colors in a soap bubble.
The two ends of the rainbow seem to rest on the earth.
Rainbows are sometimes seen in the spray of waterfalls.

Practice 1 — Finding the Main Thought

What is the topic of each of these paragraphs?

1

The little girl's doll was her most precious toy. She dressed her and undressed her as carefully as if she were a baby. With other little girls she often played school, using her doll as her best pupil.

Is this first paragraph about a little girl, a doll, a baby, or a pupil in school?

2

As he started off to school, he forgot his reading book until he was too far away to turn back. When he reached the playground, he found the other boys waiting for the ball that he had promised to bring. You would have thought that would be a lesson to him, but when the bell rang he ran upstairs, forgetting his coat on the playground.

Does this second paragraph tell of a forgetful boy, a lost coat, a reading book, or a lost ball?

3

The elevator climbed swiftly to the sixtieth floor, where we changed to another car that took us higher in the great, tall building. On the eightieth floor we changed again to shoot up into the tower. The air seemed to become thin, so that we could hardly breathe. No wonder, for we were rising a thousand feet in a few seconds.

Is this third paragraph about a high building, thin air, an elevator ride to the top of a tall building, or a tower?

Class Paragraphs

Practice 2 — Making a Paragraph Together

Several of you can make a paragraph together. Divide your class into four groups. Each group will make a paragraph to read to the class. Choose one of the topics given or one of your own. Each of you may suggest one good sentence. The group will decide whether or not it belongs in the para-

graph. When your paragraphs are ready, read them to the class. Ask yourself this question about each paragraph:

Does my paragraph have one main thought?

If you do not like any of these topics, decide upon one of your own.

Safety First for Dogs
What Makes Rain
What the Sun Gives to Us
How the Indians Cooked

Keeping to the Point

All the sentences in a paragraph should tell something about the main thought. If you are giving a talk, you should stick to the point. What is wrong with this report?

We climbed the hill to see the apple blossoms. There is good fishing in the lake. Lunch was late today. I have a new book.

Did you find your mind jumping around from one topic to another as you read? That is not a good paragraph. The paragraphs that follow are better, but in each of them there is one sentence that does not belong. To good story-writers such sentences look like weeds in a garden.

Practice 3 — Picking Out the Sentence That Does Not Belong in the Story

In each of these stories there is one sentence that could be left out. The boy or girl who told the

story did not stick to the point. Which sentence in each story would you leave out? Read the story all the way through before deciding.

A TUMBLE

I was sliding on the ice. I took a tumble and it made me cry. I did not want to slide any more. I like my gloves.

LOCKED OUT

One time I was going over to Tim's to go sliding. I forgot and left the door locked. I missed my dinner. Saturday is play day.

FEEDING OUR PUPPY

Once we were going to feed our puppy, Rex. Our cat is a big yellow one. I cut up a banana and gave him a shredded-wheat biscuit with some cream on it. Rex loves almost everything, but we found out that he did not like bananas as well as he likes other foods.

PLAYING DOCTOR

We go swimming in the summer. When my sister and I were playing doctor, she decided to operate on me. She was going to stick a darning needle through my ear. Just then Mother came in and told Ruth she must not do that.

WASHING MY DOG

My dog will not go down in the cellar unless you have some food for him, because he is afraid of a bath. When you do give him a bath he will cry. When you try to dry him, he stands still. He likes you to rub him. He likes to eat ice cream.

Practice 4 — Making Paragraphs

Here are some beginning sentences. Think of two or three other sentences to add to each beginning sentence and so make a paragraph. Be sure that every sentence you use adds something to the main thought. Give your sentences orally.

1. If a child is hurt on the playground, the other children know just what to do. .....
2. It doesn't take long to tell whether or not a boy will make a good playmate. .....
3. The letter that I found on the way to school was stamped, but it had never been mailed. .....

You will have many chances to write or tell paragraphs this year. Try to keep to the point and to make every sentence tell something new.

SECTION IV

GOOD WORDS TO USE

Have you ever tried to teach your dog to bark for his supper? It took a long time and much patience. At last he learned what you meant. Then it was so easy that barking for his supper was a habit, just like his turning around before he settled down in front of the fire. Your puppy had found a new way to please you; so he kept his good habit.



You have habits of speaking, too, just as your puppy does. Sometimes they are good habits that please your parents and your friends. Sometimes they are bad habits that you must correct. Learning good word habits is just as hard for you as learning to bark for his supper was for your dog. When you really learn them, though, you can be as proud and happy as he is.

When you train a dog, you teach him just one thing at a time. That's a good plan in learning your own habits. Work on just one at a time.

CHOOSING YOUR HABITS

Decide on the six most important good word habits for your class to learn. Do it in this way:

1. Your teacher will listen to what you say during the first few weeks of school. She will write down any mistakes that she hears. Whenever anyone makes the same mistake again, your teacher will put a mark after that word in her list. She will tell you what words your class needs to study first, second, and so on. You can help with this by handing her on a little slip of paper any mistakes that you hear.

2. Test your ears. This list of ten sentences will be read to you. Number your paper from 1 to 10. If any of these words sound wrong to you or different from the way in which you would say them, put a check mark on your paper after the number of the sentence.

1. James *has gone.*
2. We *have done* it.
3. They *have seen* it.
4. Send a book *that* I like.
5. He *came* twice.
6. *John and I* like it.
7. He *isn't* my cousin.
8. That's right, *isn't* it?
9. He *threw* it away.
10. The flowers *grew* fast.

3. Talk over with your teacher whether your ears recognize good speech habits or not. When you have decided just what words you need to practice, pick out the exercises to use.

If you give your attention to the good word habits you are trying to form, and if you try hard, you can form them quickly.

Practice 1 — Using Seen *Correctly*

Many children are careless in their use of *seen*. *Seen* is only part of what they ought to say. They need to put another word with it.

You *have seen* my playhouse.
He *has seen* a circus often.
I *had seen* the birds before.

Seen is used with *have*, *has*, or *had*. When you read these sentences, notice the word that goes with *seen* in each sentence.

1. We have *seen* many tall buildings.
2. Who has *seen* the circus?
3. They asked Tom if he had *seen* their lost dog.
4. You haven't *seen* a mountain, have you?
5. Has he *seen* our playroom?

Notice how these next sentences read if you fill the blank space with *seen*.

6. The deer had ____ the man's shadow.
7. The farmer has ____ the corn coming up.
8. Haven't you ever ____ an elephant?
9. We have ____ baby rabbits before.
10. The little southern boy had never ____ snow.

Practice 2 — Using Saw *and* Seen *Correctly*

Seen must have a helping word used with it. *Saw* does not need *have*, *has*, or *had*.

Copy these sentences, using *saw* or *seen* in each. The helping words have been underlined, so that you will know you are to use *seen* with them.

1. The little French boy had never ____ an Indian. (saw, seen)
2. Molly ____ a zebra in the circus. (seen, saw)
3. I have ____ the new books in the library. (seen, saw)
4. The old sun has ____ many things. (saw, seen)
5. The dog ____ his supper on the tray. (seen, saw)
6. That is the prettiest picture I have ever ____. (saw, seen)
7. Have you ____ the new traffic signals? (saw, seen)
8. We ____ the bed of tulips in bloom. (seen, saw)

Practice 3 — Using Gone *Correctly*

Gone is another word that third-grade boys and girls should be able to use correctly. If you have trouble with it, work out these practices. *Gone* is like *seen*, because it needs a helping word with it.

We *have gone* too far on this road.
Where *has* the time *gone?*

In the last sentence notice that the helping word is not next to *gone.*

Say these sentences several times aloud. When you come to the sentences with blanks, put in the right word.

1. The boys *have gone* to the picnic.
2. We *had gone* beyond the church.
3. *Have* the soldiers *gone?*
4. The snow *has gone* in the sunshine.
5. Indians *have* all *gone* from here.
6. He has ____ to the lake to swim.

7. The ice has ____ from the river.
8. Where have the children ____ ?
9. The cows have ____ into the field.
10. Winter has ____ when the boys play marbles.

Practice 4 — Using Went *and* Gone *Correctly*

Gone is used when *have*, *has*, or *had* is used with it. There is one of those words in every sentence in Practice 3. Sometimes it is not right next to *gone*, but it goes with it, anyway.

Went is used alone.

Do you know where they *went?*
They *went* south for the winter.

Write these sentences, putting in the right word, *gone* or *went.*

1. Why *have* the cars ____ by so fast?
2. We ____ to see the fire last night.
3. The stars *have* ____ because of the clouds.
4. The Big Dipper *has* ____ around the North Star.
5. The class ____ to the library for books.
6. The snow *had* ____ before we got there.
7. The mail bags ____ into the storeroom.
8. The children ____ for a ride.
9. *Has* your car ____ a thousand miles?
10. Where *has* all the money ____ ?

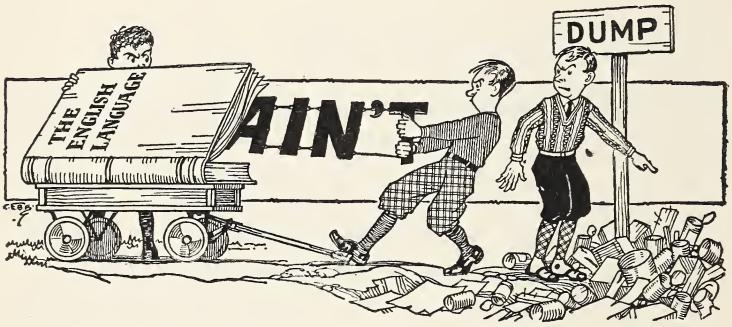
Practice 5 — Using Have Done *Correctly*

Say these sentences several times aloud. When you come to the sentences with blanks, put in the right word.

1. The rain *has done* much harm to the plants.
2. Who could *have done* that?
3. The boys may *have done* it.
4. I'm sure Sam *hasn't done* the work yet.
5. The captain said he *had* ____ what was asked.
6. The frost *has* ____ harm to the tree buds.
7. The mother robin *has* ____ it alone.
8. What *have* you ____ with your money?

Practice 6 — Using Isn't *Correctly*

The word *ain't* is often used when *isn't* is correct.



HELP TO TAKE *AIN'T* OUT OF THE ENGLISH LANGUAGE

Say these sentences aloud several times.

That *isn't* where the violets grow.
The cream *isn't* sour.
Isn't this your dog?
He is ten years old, *isn't* he?

Use the word *isn't* in the blank spaces below.

1. ____ Jack coming with us?
2. He ____ as tall as I.
3. That is my ball, ____ it?

4. ____ this his pencil?
5. This peach ____ ripe.
6. ____ he a clever dog?
7. Why ____ he here yet?
8. This book ____ the one I want.

Practice 7 — Using And I *Correctly*

It is polite to speak of others before speaking of yourself. So we say "Mother and I," "the neighbor boy and I," "my dad and I," or "Sam and I."

Put some other name in the blank space in these sentences.

1. ____ and I play ball together.
2. ____ and I like the cartoon movies.
3. ____ and I help Mother with the dishes.
4. ____ and I like the same kind of books.
5. ____ and I go shopping together to buy my clothes.

Practice 8 — Using Threw *and* Grew *Correctly*

Say these sentences aloud several times.

Daisies *grew* and spread all over the lawn.
I *grew* two inches in one year.
We *threw* the tin cans in the box.
The pitcher *threw* a curve.

Put the right words in the blank spaces.

1. Dick ____ the ball into the yard where the tomatoes ____ .
2. Who ____ the rock?
3. The boys ____ snowballs at the fence.

4. Flowers ____ all over the wall.
5. Weeds ____ faster than flowers in our garden.
6. We ____ bread crumbs out for the birds.

Practice 9 — Using That *Correctly*

Say these sentences aloud several times.

There's a boy *that* I like.
The red book is the one *that* I want.
Let him have the space *that* he chose.

Put the word *that* in the blank spaces.

1. Give me the one ____ I picked out.
2. This is the pencil ____ you asked for.
3. The bull dog is the dog ____ I'd like to have.
4. It's the second day ____ I want to go.
5. That's the biggest fish ____ I ever saw.
6. It's a different kind ____ he wants.

A Test on Using the Right Word

When you have studied these practice exercises and others that your teacher has made for you, take this test. It will tell you how much progress you have made. Read it aloud first, using the right word in each space. Then write the test.

1. How often have you ____ the mountains? (seen, saw)
2. The men have ____ from the camp. (went, gone)
3. The work has been ____ well. (did, done)
4. Many visitors ____ to the fair. (came, come)
5. Why ____ Carrol going swimming? (ain't, isn't)

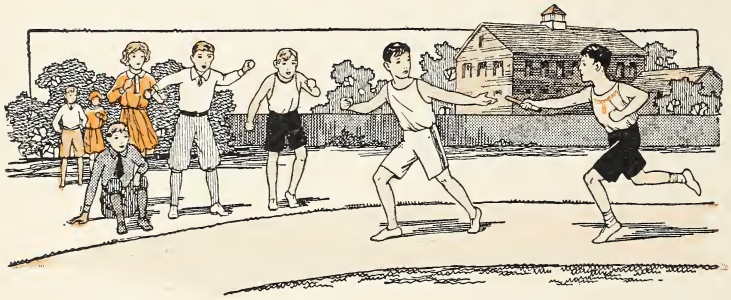
6. It's a long road, ____ it? (ain't, isn't)
7. The farmer ____ the seeds into each hole. (throwed, threw)
8. The puppy ____ tall and strong. (grew, growed)
9. James and ____ like funny papers. (me, I)
10. Vacation is the time ____ I like. (what, that)

SECTION V

CLASS COMPOSITION

WRITING A STORY OR A LETTER TOGETHER

Were you ever in a relay race? One person runs part of the way. He tags the next runner who runs another part of the race. Then a third runner goes



on, and a fourth, and so on. Finally the last runner touches the goal, and the race is over. No matter how fast one of the runners may be, he cannot win the race unless all the other runners try hard, too. That is what we call "team work." It means doing something together that no one person in the team could do alone.

To write a class composition, a story, a letter, or an invitation, you must have team work. Each one in your class has some part of the work to do, even your teacher.

What Your Teacher Will Do to Help You. Your teacher will write the story or the letter on the blackboard for you. She will be your secretary. She will write your sentences just as you give them. Notice how she spells the words, where she uses capital letters, and just how she arranges the story. Ask questions if you do not know why she does it in just that way.



What You Will Do. Each of you should make at least one good sentence for the story or letter. Plan each new sentence in your mind. Your teacher-secretary will call on someone for each sentence. Perhaps it will be you. If not, perhaps you can suggest a better sentence or help someone else make his sentence better.

You will also help to choose the sentences to be written in your class compositions. As each sentence is suggested, think it over carefully. Is it clear? Can someone else say it better? Does it have interesting words? Choose the best sentence for your teacher to write. When the story or letter is all finished, read it over again. Change words to make it better if you can. You may even want to change the order of the sentences.

Several of you will be the clerks who make copies

of the class composition. Write neatly. Arrange the story or the letter on your paper carefully. If it is a letter, Section I will show you how to arrange it. The class story about cooking will show you how to arrange a story.

Keep one of the copies of each story that you write, so that, later in the year, you can see how much you have improved.

A Class Story

Cooking in Days Gone By

The people of long ago used outdoor fires. They placed two forked sticks in the ground. They laid a straight stick between the forks and fastened a chain to it. On the chain hung a large iron kettle. To do their baking they used large brick ovens which were built outdoors.

In winter fireplaces were used because fires could not be made outside. They had a large iron crane which swung over the fireplace. The kettles were fastened to this crane. Sometimes ovens were built beside the fireplaces.

Third Grade

Margins. Story books have a white space, called a *margin*, at the top, bottom, and sides of each page. This class story has a margin, too. A good margin for you to have on your stories is about one inch.

Indenting. The first sentence of your story should begin about an inch back from the margin. This is called *indenting* the first line. Every new paragraph is *indented.* There are two paragraphs in the class story you have just read.

Title. The title is in the center. There is just as much space on the left as on the right. Try to put your titles in the center.

Another Class Story

A principal noticed that one of the schoolrooms was always neat and clean. She asked the pupils to put into their newspaper a class story telling how they kept their room so clean.

KEEPING OUR ROOM CLEAN

We are going to tell you how we keep our room neat and clean. All the children clean their shoes before entering the building. In this way we keep the floor tidy. The blackboards are washed every day. We never scribble on them. We keep our desks neat by keeping our books and papers in order. We do not put our fingers on the freshly painted walls. All coats and hats are kept off the cloakroom floor. The paper is picked up before we are dismissed. Every child tries to come

to school clean. By keeping our room clean we help to improve the building.

Third Grade, Franklin School
York, Pennsylvania

Could you make a better first sentence for this class story? The first sentence is very important. If the reader does not like the first sentence, he may not read on.

A Class Letter

This is an example of a letter from a third grade to the principal.

Lowell School
Madison, Wisconsin
January 24, 1935

Dear Miss Harrison,

We would like to know how our school is ventilated. In our health class we are learning about the importance of fresh air. Our school windows are not open at this time of year. How can the air in our classrooms be fresh?

Will you ask Mr. Brindley to explain the ventilation to us? We would like to have him take us down to the basement to show us how the machinery works. He will do it if you ask him, we know.

Sincerely yours,
Class 3

A Class Invitation

Either a committee or the class can write invitations. These were written by a class. Which do

you like the better? Which would you send if you were inviting children to your party?

Come to our old-fashioned Thanksgiving party at three o'clock, Wednesday. We will be the Pilgrims. Will you be the Indians?

Third Grade

The Third Grade invites you to attend a Pioneer Thanksgiving at three o'clock, Wednesday afternoon.

SECTION VI

CAPITAL LETTERS AND PUNCTUATION MARKS

The first word that you learned to write was probably your name. You began it with a capital letter. Since then you have learned that some other words should begin with capital letters. If you learn a few rules for using capitals, you will know how to write your stories and letters without asking your teacher for help. These are rules that you can now use in your writing:

EIGHT RULES FOR USING CAPITALS

1. Begin the *names of people* with capital letters.

My teacher is Miss Larson.
This is where James Harris lives.

2. Write the word *I* always as a capital letter.

Are you as tall as I?
I don't think I like this place.

3. Begin the *names of the days of the week* with capital letters.

Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday

4. Begin the *names of the months* with capital letters.

January	April	July	October
February	May	August	November
March	June	September	December

5. Begin *every sentence* with a capital letter.

Seeds are carried from one place to another. The wind carries the seeds. Some seeds have wings. Milkweed and dandelion seeds are fuzzy. Maple tree seed wings are flat.

6. Begin the *names of streets* with a capital letter.

I live at 126 Regent Street.
The school is on the corner of Washington and Butler.

7. Begin the *names of cities and states* with capital letters.

Sioux City, Iowa Detroit, Michigan

8. Begin the *names of holidays* with capital letters.

We went to Grandmother's for Christmas.
My favorite holiday is Halloween.

You should practice until you have the habit of using these rules correctly. Work on the practices that fit the rule you are trying to learn.

PRACTICES ON THE EIGHT RULES

Practice 1 — Using Rule 1

Rule 1. Begin the names of people with capital letters.

A. Make a list on the blackboard of all the boys and girls in your class. Begin all the names with capital letters. Perhaps you would like to make a copy of the list for yourself.

B. Copy these sentences, putting capitals in the blank spaces.

1. __eorge __ashington's birthday is in February.
2. We read a poem written by __enry __ongfellow.
3. __harles __indbergh flew across the ocean alone.
4. The man who flew over the South Pole was __ichard __yrd.
5. __homas __dison made the first electric light.

Practice 2 — Using Rule 2

Rule 2. Write the word *I* as a capital letter.

Answer these questions with sentences. Be sure to make the word *I* always a capital letter.

1. Do you like dogs?
2. Have you read *Cinderella?*
3. Where were you born?
4. Can you swim?
5. Do you like to read?
6. To whom do you write letters?
7. Do you know the names of different birds?
8. What do you like to eat on picnics?

Practice 3 — Using Rule 3

Rule 3. Begin the names of the days of the week with capital letters.

A. Copy these sentences. Put capital letters where there are blanks.

1. We always have a poetry hour on __riday.
2. There is a ball game next __aturday.
3. When a holiday comes on __unday, we sometimes celebrate on __onday.

4. Christmas was on __ednesday that year.
5. Thanksgiving is always on __hursday.
6. __uesday is voting day in our town.

B. Copy these sentences. Put the name of one day of the week in each blank space. Be sure to begin it with a capital.

1. We go to church on _____.
2. There is no school on _____ or _____.
3. Labor Day is always _____.
4. This year Halloween was on _____.
5. I usually go to parties on _____.

Practice 4 — Using Rule 4

Rule 4. Begin the names of the months with capital letters.

A. Copy these sentences. Put the capitals in the blank spaces.

1. We have vacation in __uly and __ugust.
2. Lincoln's birthday is in __ebruary.
3. There are many windy days in __arch.
4. Schools begin in __eptember.
5. California has warm weather even in __anuary.
6. Easter sometimes comes in __arch and sometimes in __pril.
7. We often have picnics in __ay and __une.
8. In our state the leaves change color in __ctober.
9. Football games are played in __ovember.
10. We have a vacation in __ecember.

B. Write the answers to these questions. Be sure to begin the names of months with capital letters.

1. When is your birthday?
2. Which month is coldest?
3. In what month do birds begin to go south?
4. When do birds make their nests?
5. When is New Year's Day?
6. What month do you like best?

Practice 5 — Using Rule 5

Rule 5. Begin every sentence with a capital letter.

A. Copy these sentences. Put capital letters in the blank spaces.

__his is Book Week. __e have invited our parents to come to school. __he librarian has made an exhibit of children's books. __ach boy and girl has made a poster of his favorite book. __e do not all like the same book.

B. There are really five sentences in the following paragraph. Copy the paragraph, putting capital letters and periods where they should be to show that a new sentence is beginning.

The little boy at the circus began to cry he said he couldn't watch all three rings at the same time he did not want to miss anything his father said they would take turns watching different rings they told each other afterwards what they saw.

Practice 6 — Using Rule 6

Rule 6. Begin the names of streets with capital letters.

A. You wrote each of your names in the practice under Rule 1. Write each pupil's address after his name. This will be your class *directory*.

B. Answer these questions by giving the name of the street. Begin the names of the streets with capital letters.

1. Where is the post office in your town or city?
2. Where is the public library?
3. Where is your school?
4. Where is the nearest fire station?
5. Where is the nearest postal box?
6. What is the busiest corner in your town?
7. Where is the telegraph office?
8. Where is the railroad station?

Practice 7 — Applying Rule 7

Rule 7. Begin the names of cities and states with capital letters.

Copy these addresses and letter headings. Put capitals in the blank spaces.

Addresses	*Headings*
Miss Margaret Price 16 Seventh Street __ew __ork __ity	1201 Wisconsin Avenue __ilwaukee, __isconsin January 16, 1935
Mr. J. B. Bristow 1624 Woodward Avenue __etroit __ichigan	1643 Venice Boulevard __os __ngeles, __alifornia March 7, 1935
Mrs. Henry Solder 1701 Broad Street __hiladelphia __ennsylvania	4206 Michigan Boulevard __hicago, __llinois June 16, 1935

Practice 8 — Using Rule 8

Rule 8. Begin the names of holidays with capital letters.

A. Copy these sentences. Put capital letters in the blank spaces.

Around the Year in Holidays

The year starts off with a holiday, __ew __ear's __ay. February is the month of famous birthdays. Then in March or April comes __aster. The thirtieth of May is always __emorial __ay. In June we have __lag __ay and in July another patriotic celebration on the __ourth of __uly. August seems to be the only month without a real holiday. __abor __ay comes in September. October brings our favorite, __alloween. The eleventh of November is __rmistice __ay. We have __hanksgiving the fourth Thursday of each November. December has the very best of all, __hristmas.

B. Write the name of the holiday that each of these tells about:

1. The day when the World War was over
2. The day of jack-o'-lanterns and ghost stories
3. The holiday the Pilgrims began
4. The holiday that is always on Sunday
5. The holiday that is always December 25
6. The day that workmen celebrate
7. The day we celebrate with firecrackers
8. The day we plant trees

You have studied all these rules and practiced them. You will want to take a test now to see how well you have learned to use them.

Test 1 — Using Capital Letters

Copy these sentences. Put capital letters where they belong. The number after the sentence tells what rule you will use. Why is 5 given for each one?

1. there are thirty days in june. (5, 4)
2. our school is on south oak street. (5, 6)
3. they drove from madison, wisconsin to rockford, illinois. (5, 7)
4. sam thinks christmas is more fun than thanksgiving. (5, 8)
5. one of our greatest men was robert e. lee. (5, 1)
6. that is the largest building i have ever seen. (5, 2)
7. you are invited to a party on wednesday. (5, 3)
8. the special church holidays are christmas and easter. (5, 8)
9. the capitol building is at the end of pennsylvania avenue. (5, 6)
10. many poems about fairies have been written by rose fyleman. (5, 1)

If you do not make a perfect score on this test, study the rules and the practice exercises again. Watch carefully your use of capitals in what you write. Then take Test 2.

Test 2 — Using Capital Letters

Copy these sentences. Put capital letters where they belong.

1. some years there are twenty-nine days in february.

2. the library is on east center street.
3. it is a long way from boston to san francisco, california.
4. we honor the soldiers on memorial day and on armistice day.
5. george washington was a great soldier and a great president.
6. those are the prettiest flowers i have seen.
7. will you go swimming saturday?
8. the holiday of most fun is halloween.
9. there are many stores on main street.
10. some nonsense poems were written by edward lear.

Did you make a good score on this test?

TWO KINDS OF SENTENCES

Some sentences tell. Other sentences ask. Pick out the asking sentences in these five:

Can you build a fire outdoors?
The blue jay is a large bird.
Where do we get salt?
A baby dog is called a puppy.
May I help set the old hen?

Test 3 — Putting Ending Marks on Sentences

Each asking sentence is followed by a question mark. Telling sentences are followed by periods. Copy these sentences, putting the right mark after each:

1. How fast do tadpoles grow
2. Fire is useful to people

3. Long ago all horses were wild
4. How is maple syrup made
5. Admiral Byrd had his dog in Little America
6. How can they cover ice cream with chocolate
7. *Robinson Crusoe* is an exciting story
8. Why doesn't a steel ship sink
9. Iceboats go very fast
10. No one lives on the moon

GRADE IV

Part I

YOUR PROGRAM OF ACTIVITIES



MESSAGES WITHOUT WORDS

UNIT I

MESSAGES WITHOUT WORDS

Each day the mailman comes down the street with a leather sack under his arm. In this sack are letters and papers. He leaves some at almost every house. The letters come from many places. Some of them come from persons who live far away. What fun it is to get a letter or a postal card from someone you know!

If you had been an Indian boy or girl living a hundred years ago, you would not have known what a letter was. The Indians did not send letters to one another. They did not know how to write words as you do. They had no paper to write upon. They did not even have any pencil or pen to write with. So they had no mailman coming to their wigwams, as your mailman comes to your home.

When Indian tribes went to war with each other, one tribe sent the other a tomahawk. The tomahawk meant war. If they wanted to stop the war and be friends, they sent a pipe. The pipe meant peace. Once upon a time, long ago, one tribe sent to another a bag. In the bag were a bird, a mouse, a frog, and five arrows. The meaning of this strange letter was: "Can you fly like a bird? Can you hide in the ground like a mouse? Can

you jump like a frog? If you can't, don't make war on us. We will shoot you with arrows."

How strange it would be today if instead of the mailman bringing you a letter, he should bring you a bag with a frog in it. You would think someone



THE PIPE OF PEACE

This Indian is taking the pipe of peace, or calumet, from the white man. It is the Indian way of saying, "There will be no fighting between us."

was playing a joke on you. You would never think that it was a real letter that was telling you something.

A letter like this would seem strange to us. But one written on paper seemed just as strange to a savage. Here is the story of what one Indian boy thought of a written letter.

MAGIC PAPER

Tongoo was an Indian boy. A white man had taken him into his home. Here Tongoo lived and helped the cook and ran errands.

One day the white master called Tongoo to him and

said, "Here, Tongoo, take this to the house down by the river." Then he gave the boy a basket and a little piece of white paper.

Tongoo started out with the basket under his arm and the paper in his hand. He could not keep from peeping into the basket. There he saw four freshly baked sweet loaves. How good they smelled! No one would know if he ate just one. So he sat down on a rock and ate one of the loaves.

When he got to the house by the river, a man took the basket and the piece of paper. He looked at the paper and then into the basket. Then he said, "Where is the other loaf? There should be four here."

Tongoo was surprised. Had the paper seen him? Could paper talk?

When his master heard about it, Tongoo was punished for eating the loaf.

The next time Tongoo was sent with a basket of freshly baked sweet loaves, they smelled so good that he couldn't keep from taking one again. But this time he was careful. He took no chances that the talking paper would tell on him. Before he sat on the rock to eat the loaf, he hid the paper under a stone. It couldn't see him from there. So it couldn't tell on him. When he had finished eating the sweet loaf, Tongoo took the paper from under the stone and went on, feeling very fine.

But that paper must have been magic. For even though it had been hidden under the stone, it told the man that one loaf was missing. Poor Tongoo! Everyone scolded him. And it was all because of the magic paper that could see through the stone.

— Adapted

Practice 1 — Discussing Messages

Talk over together why you are glad that you can write and understand written messages. What times can you remember when you really needed to send a letter or a note? Think through your summer vacation. Did you use letters in any way?

PICTURE LETTERS

The Indians found that they had to have some other way of sending messages. When they wanted to tell that a great herd of buffalo was near, they couldn't send a dead buffalo. But they could draw a picture of one and send that. This is what they came to do more and more. Instead of sending a peace pipe, they sent the picture of one. Instead of a tomahawk and arrows, they would send a piece of bark with war messages pictured on it.

Here is a picture story of two Indians who went hunting. They went in a canoe. The wavy line is the river. At night they burned a pitch knot to



light the way. They killed two deer. Then they went into a lake. This is the circle in the picture. There they got one more deer. They left the lake and went into another river, where they got another deer, a doe without horns. Then they landed and camped in their wigwams.

Sometimes the Indian hunter ran out of food. Then he drew pictures on a stick. This stick he placed in the trail where another Indian hunter might see it.



This is the story the stick told. "The Indian hunter came in a canoe. He is now without food. He is hungry. His hut is near. This is the way to it."

The picture stories made by the Indians seem hard to read. They learned to read them as easily as you read your books. But they couldn't tell as many things with them as you can with words.

Wampum Belts

When Indian tribes made peace with each other, they kept a record of it. This record was a belt woven with beads and shells. It was called a wampum belt. Into this belt the Indians wove figures which had meaning to them. The figures told what lands the Indians were to have. They also told of important things that had happened to the tribe. Here is a picture of a wampum belt

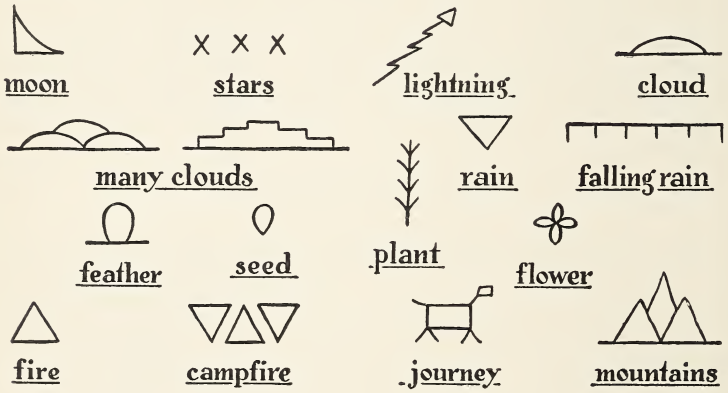


A Wampum Belt

given by the Indians to William Penn, who settled in Pennsylvania two hundred fifty years ago. It shows an Indian and a white man (the one with a hat) clasping hands to show that they are friends. The two men are made with dark-colored beads.

Indian Symbols

These are some of the figures, or *symbols*, that the Indians used in their picture letters. Perhaps you can find and bring to your class other Indian symbols.



Practice 2 — Writing with Indian Symbols

The Indians used the figures of men and animals in their picture letters. They also drew pictures of guns, canoes, and other objects to tell their story. Write a short message using drawings and Indian symbols. Show your message to the class and tell them its meaning.

USING SYMBOLS TODAY

The Indians are not the only ones who send messages without using written letters and words. In many places today we have ways of telling people important things without the use of written or spoken words.

The railroad trains are often directed by the color of the lights along the track. A green light tells the engineer that the track is clear and he can go ahead. But if the light is red, it means danger, and the engineer stops his train. If the light is yellow, it warns him to go slowly and take care.

The next time you are at the railroad station in the evening, look down the tracks. There you will see some of the colored lights that give messages to the engineer.

Practice 3 — Reporting on Observation

What colored lights have you seen that give a message to you and others? You may have seen them at the street corner where there is heavy automobile traffic, at the railroad crossing, or in the motion-picture theater. Describe the lights and tell the messages they gave to you.

Messages with Flags

Flags have meanings and are often used to send out messages. You know that a flag of truce is white, and that it means "stop all firing." The flag of each nation has a meaning that usually is

found in the history of the country over which it flies.

Practice 4 — Discussing the Meaning of Flags

Tell of the flags that you have seen and what they mean. The story of flags in the *World Book*, in *Compton's*, or in other encyclopedias will help you. Here are some questions that will suggest flag meanings to you:

1. What do the white stars in the blue field of our national flag stand for?
2. What is the meaning of the red and white stripes?
3. What does a red cross on a pure white flag tell you?
4. What do red flags on a railroad car mean?

Weather Flags

The United States Weather Bureau uses flags to tell the weather forecast each day. These flags are flown on the flagstaffs of the buildings having weather stations. These flags give you the information about the weather just as clearly as a sentence of many words would. Perhaps you can find out what these flags look like and what they mean.

Map Signs

When people travel through the country by automobile, they use a road map to be sure that they take the right highway. Road maps often have marks that give you important information.

On some maps a heavy red line means that the road is closed for repairs. A heavy black line means a paved road. A heavy broken line shows a gravel road that is good in all kinds of weather. A light line usually means a dirt road that is likely to be muddy and hard to travel in rainy weather. It is sometimes very important that the automobile driver be able to read the map signs correctly. Selecting the wrong road may mean many hours of delay.

Practice 5 — Understanding Map Signs *[1]

Bring to school some road maps. Study the different signs that are used. Make a list of them with their meanings beside the marks. In one corner of the map you may find an explanation that will help you to understand the map signs. This explanation is called a *legend*. You will be making a *map legend* when you make your list.

Do all the maps use the same signs for *U. S. Highway*, *Road under Construction*, *Graveled Road*, etc.?

[1] Practices marked with a star (*) are to be done if your teacher and class wish to have them done. Sometimes a committee of the class will do them.

UNIT II

A CLASS MAGAZINE: FALL ISSUES

People like to read magazines because the stories are new and interesting. Most children's magazines are printed once a month. What fun it is to unwrap each new issue and read it from cover to cover! Sometimes magazine stories are printed in books later on. Usually everything in the magazine is very new and up-to-date.

WHAT IS IN A MAGAZINE?

What is usually in a magazine? There are stories and poems, directions for making things, little plays, pictures, games, puzzles, and many other things of interest to readers.

Collect all the children's magazines that you can find to bring to school. Have you some issues of these magazines for your collection: *St. Nicholas, The American Boy, The American Girl, Child Life?*

Skim through these copies to find out what is in a good children's magazine.

Practice 1 — Making a List of Magazine Material

As you read through the magazines rapidly, make a list of the things you find. Some of these may be in your list:

Fishing story	Book reviews
Christmas gifts	Travel letters
Advertisements	Poem about toys
Facts about stamps	Mystery story

From the list that each of you has, make a class list on the blackboard to show what sort of reading is found in magazines.

Practice 2 — Discussing Magazine Contents

As you read, did you notice that the issues were very different in the summer and in the winter? Did you notice any special things in the December issue? In the February issue? Keeping up with the season is part of keeping up-to-date in a magazine. Talk over what you found in the issues for the different months. What do you find in fall issues that are not in spring issues? Do you like these seasonal stories and articles?

PLANNING A MAGAZINE

Your class will enjoy making a magazine full of your own stories and other writing. You will probably have just one copy each month, but it can be on your library table, where all of you can read it. Visitors will like to read it, too.

A big scrapbook made of large sheets of paper fastened together will be needed. The stories or poems that each of you writes can be pasted neatly on the pages of this blank book. Someone can

make a cover design for each issue, too. Others will make pictures to go into the magazine.

If you keep your magazines from September through May, you will be able to see how much you have improved during the year.

Section II, "Sentences," and Section III, "Paragraphs," in the Handbook will be helpful to you in writing your magazine.

Practice 3 — Choosing Committees

When you have decided how you will make your magazine, choose your committees. If you choose a committee for each month, you can call them your *September editors*, your *October editors*, and so on for each month. Everyone in your class should be an editor once during the year. The rest of the class will be *contributors*, the persons who write for the magazine. The editors each month will choose what will go into the magazine and make the magazine by pasting in the writing and pictures.

You can choose committees by *lot*. Write the names of the months on separate slips of paper and put the slips into a box. You will have to write the name of each month several times. If you have nine school months for your magazine and if there are thirty-six children in your class, there will be four editors on your committee for each month.

Choose an *editor-in-chief*, who will help the com-

mittees every month. You can choose this editor by *vote*. Write the name of your choice on a slip of paper. The pupil who has the most votes will be the editor-in-chief.

THE SEPTEMBER MAGAZINE

Your first magazine in the year is an important one. If it is interesting, people will want to read all your later issues.

Everyone should try to write one thing for this issue, although there may not be room to use all that is written.



You may plan to write some of these things for this issue:

Short stories of your *vacation happenings*

A *hobby corner*, in which you tell what your hobbies are, and what fun it is to collect stamps or to make boats or doll clothes

Poems that you have written during vacation

A *reader's corner*, where you tell about books that you think your classmates would like to read

Vacation Happenings

Some of the funny or exciting things that happened to you during vacation would make interesting short stories for your magazine.

Did you see a circus during the summer?
Did you spend a day at some county or state fair?
If you live in the country, did you drive into the city?
Did you go out to a farm for a visit?
Did you go fishing or camping?
Did you make a garden?
Did you have a baseball team in your neighborhood?
Did you take a trip by car?

Something that happened during the summer may give you an idea for a story. Do you like this one?

AN UNEXPECTED RIDE

Uncle Bob and Aunt Laura stopped to visit us for a few hours one day this summer. They did not unpack their car because they were driving on right after lunch. My little brother Don, who is three years old, climbed into the back seat of the car and fell asleep on some blankets. No one noticed that he was not around when Uncle Bob drove off. He did not wake up when the car started. It was two hours later that Aunt Laura discovered him. She made Uncle Bob stop at the nearest town and telephone back to Mother. By that time we were all out hunting for the little fellow. We felt cheated when we got home and heard from Mother that Uncle Bob was going to keep Don with him on his camping trip.

Practice 4 — Writing a Vacation Story

Write a short story about some vacation happening. Section III of the Handbook will help you to write a good story paragraph, and these titles may give you an idea to write about:

Fun on the Playground	When We Won
A Furry Visitor	Losing the Prize
Car Trouble	Homesick

Summer Reading

You will enjoy making a list of the books that each of you liked best of all your summer reading. You can add a sentence or two after the title as in the example that follows.

THE HANDSOME DONKEY

By Mary Gould Davis

This is the story of a little Italian donkey that wore red rosettes on his headstrap and had his hoofs polished. There is also a funny dog in the story. The donkey has a very bad temper, but don't blame him until you have read the story.

Practice 5 — Writing about a Book

Write a few sentences about some good book that you have read lately. Try to make your readers curious and eager to read the book you liked.

Hobbies

Some of you may have been collecting stones, butterflies, tree leaves, or stamps during the vacation. Collecting is a hobby with some people. A *hobby* is some favorite way of using your spare time. Paragraphs about hobbies would be fine in your magazine. Here is one about stamps:

Stamp collectors this summer added a number of beautiful stamps to their collections. The national park stamps showed the rocks of Grand Canyon and the geyser in Yellowstone National Park. Then there were some new historical stamps that celebrated the three hundredth birthday of different states like Wisconsin and Maryland. The new stamps are larger than the old stamps.

You will want to use capital letters and punctuation marks correctly in your magazine. Sections V and VI of the Handbook will help you.

Practice 6 — Writing for a Hobby Corner

Write a paragraph or so about your hobby, if you have one. Does anyone in your class make a hobby of any of these things?

Making paper dolls
Taking kodak pictures
Collecting bird pictures
Making toy boats or airplanes
Saving cartoons from the papers
Saving funny magazine cover pictures

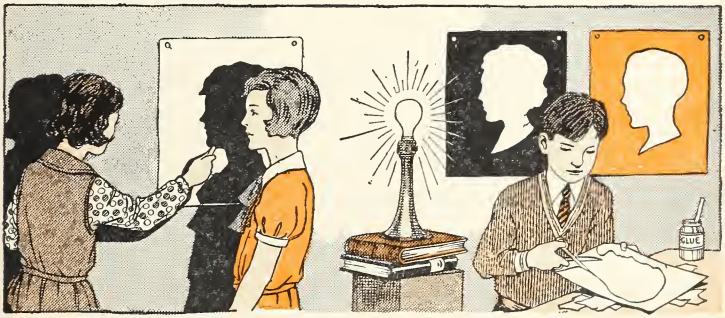
THE OCTOBER MAGAZINE

Halloween comes this month. That will give you many ideas for your magazine. You might put in some of these things:

A list of Halloween stories for children
Suggestions for games for a Halloween party
Pictures of masks, caps, or decorations for a party
Some Halloween stories that you have written

This season with the beautiful autumn colors makes some people want to write poems. Not everyone can write poetry, but someone may want to write a poem for the October magazine.

Fire Prevention Week comes during this month. You may have a section telling how children can help to prevent fires.



Practice 7 — Making a List of Stories

Make a list of stories about Halloween. Give the title of the story, of the book and the page, too, like this:

"The Indians and the Jack-o'-Lanterns," *The Child-Story Reader, IV*, page 90

Look through all your readers and library books for stories and poems about Halloween.

Fun for Halloween

You can explain a game or some other entertainment for Halloween. "Whose Ghost Is It?" is one game you might enjoy.

WHOSE GHOST IS IT?

Make shadow pictures of each other by using a strong light. One child must stand very still where his shadow will fall on a piece of white paper. Another child traces around the shadow of the face and head. Cut the white paper along the pencil marks and mount the "ghost" picture on black paper. Let the class guess the name of each "ghost" as its picture is shown.

Practice 8 — Explaining a Game

Write about some game that can be played on Halloween. Explain it in as few sentences as possible. Tell it very clearly. You may tell about stunts like peanut races, bobbing for apples, or guessing games if you wish.

Fire Prevention

The fire department of your city is more proud of training people to prevent fires than it is of being able to put out fires. By visiting a fire station or talking with one of the firemen, you can learn how they teach people to prevent fires

and how to call the firemen if your home catches fire.

You can do a little to help by putting a list of fire-prevention rules into your magazine. Here are three:

1. Keep oil mops in tin cans in your home.
2. Disconnect all electrical things as soon as you finish using them.
3. Keep matches in a cool, high place where children cannot reach them.

Practice 9 — Writing Fire Prevention Rules

Write a list of rules for fire prevention for your magazine. Be sure that each rule is clear.

Section II of the Handbook will help you to write good sentences.

THE NOVEMBER MAGAZINE

Thanksgiving will give you many ideas for this issue. You can study about the first Thanksgiving and life in the colonies. Some paragraphs and stories about those early days will be very interesting.

In your reading about the Pilgrims, have you found out about any of these topics?

Making Candles	Dyeing Cloth for Dresses
Making Soft Soap	Keeping Awake in Church
Schoolbooks	Cooking in the Fireplace

Diaries and letters written by the colonists are still kept in museums as precious possessions. It is

from them that we have learned much about life during that first winter at Plymouth and in the other little colonies along the coast.

From your reading you can write imaginary diaries or letters like those the little Pilgrim children wrote. A diary always gives the date when each paragraph is written. Notice where the date is placed in the imaginary Pilgrim child's diary. A comma separates the day from the year.

May 20, 1621. The corn has been planted the way the Indians do it. I don't see how those fish are going to make corn grow, but we'll wait and see.

May 23, 1621. Father and I have been cutting down trees in the place where we are planning to build our home. We will have the space cleared this week where the cabin will stand.

May 24, 1621. This is Sunday; so we went to church. Matthew was sleepy and had to be tapped on the head as a reminder to listen to the sermon.

Practice 10 — Writing a Diary

Imagine that you are a boy or a girl in Plymouth and write a diary about what happened. Your diary may tell some of these things:

Caring for a sick neighbor
Putting out a fire in someone's cabin
Meeting an Indian in the woods
Hunting or fishing for food
Going to church
A day in school
A new dress or suit

Your diary will make an interesting section for your November magazine.

A Thanksgiving Message

Each year the President of our country calls on us to be thankful for all the good things we have. The day is always the last Thursday in November.

You can call on your class to be thankful for what they have, by making a list to remind them of their blessings. Perhaps you would like to make the list in the form of a poem or arrange it with the letters of the word *Thanksgiving*.

Practice 11 — Writing a Call to Thanksgiving*

Write a Thanksgiving message to your readers. You may begin it in this way:

We are thankful for

Trains that travel far and fast
H
A
N
K
S
G
I
V
I
N
G

Can you finish the lines? You may want to make the last words rhyme, but that is not necessary.

Changes in the Outdoors

In the fall there are changes all around you. If you live in the North where it is colder, plants and animals as well as people are preparing for snow and ice. If you live in the South, you are preparing for winter rains.

Some of these changes will make interesting paragraphs for your magazine this month. Are your eyes sharp enough to notice what changes have taken place? Your paragraphs will be word pictures of the fall. You may paint or draw some real pictures to illustrate your paragraphs. You should be able to write good paragraphs by this time. Section III of the Handbook will help you.

A CHIPMUNK PREPARES FOR WINTER

The basket of nuts that we kept in the storeroom under the porch of our summer cottage was almost empty one morning. We filled it again and watched what happened. A soft, scratching sound made us look up into the corner, where the tiniest, perkiest, little chipmunk was making off with a nut in each cheek. We hunted all the afternoon but we could not find where he had hidden his winter store of food.

Practice 12 — Writing Word Pictures

Write a paragraph about the season. Make your readers feel that it really is fall. These titles may suggest others to you:

Bedtime for Bears	The Birds' Fall Flight
The First Snow	An Unexpected Frost

You may need some of these words in your paragraph:

frosty	hibernate	crimson
crisp	brilliant colors	ripening
migrate	preparations	storing

THE DECEMBER MAGAZINE

Boys and girls think of little else but Christmas from the very first of December to the twenty-fifth. Your magazine for this month will have much to say about Christmas.

Christmas Poems

There are many beautiful poems about Christmas that your class will enjoy reading. You probably will not want to copy the poems, because that would take a long time and much space in your magazine. You can make a list of poems and tell the book in which each poem can be found, like this:

"Christmas Tree," by Mary A. McHugh, in *Voices of Verse, Book Two.*

You can have some of these poems read later in a poetry hour or given for a program.

Practice 13 — Making a List of Poems about Christmas

Get all the poetry books that you can find in the library or at home. Look at the titles on the *contents* page. If you find one about Christmas, turn

to the right page and read it. If you like it, list it for your magazine. Write it in the way that has just been shown. You may underline the title of the book. Titles of books are often put in different type, called *italics*, when they are printed. You may find Christmas poems in your reading books, too.

Christmas Gift Ideas

Many magazines have lists of gifts that are good for different members of the family or for friends. You can make such a list or a list of gifts that children can make for someone at Christmas time.

Practice 14 — Making a List of Gift Ideas

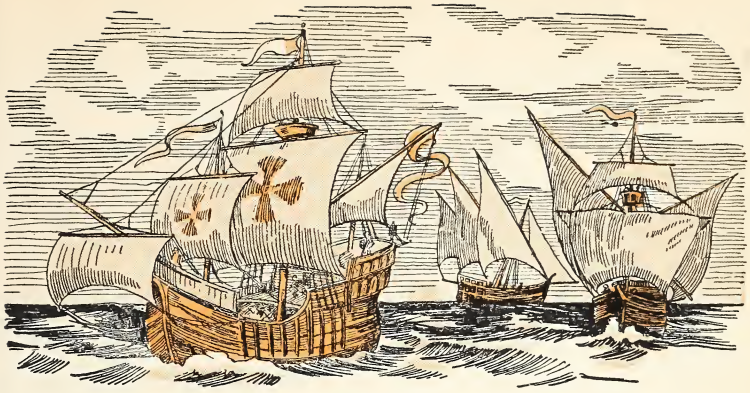
Make a list of gifts that you might give to one of these people:

Mother
Father
My big brother
My older sister
Grandmother
Grandfather
My little sister
My younger brother
Our baby
My best friend

When you make your list, think of the age of the person. Suggest something he would like or could use. List only gifts that most children could afford to buy. For which person would these gifts be suitable?

A spongy rubber rabbit
A handy desk calendar
An address book
A painted flower pot

If you suggest things that children can make, your list will be very helpful.



UNIT III

SPECIAL DAYS: FALL SEMESTER

HONORING THE DISCOVERER OF AMERICA

Almost five hundred years ago in the city of Genoa in far-off Italy, a small boy stood on the wharf gazing out to sea. The boy was a dreamer, and as he saw the ships pull anchor and sail away, he dreamed of the day when he would be a sailor and go with one of them beyond the place where the sky seems to meet the sea.

The name of this lad was Christopher Columbus, and when he grew to be a man his dream came true. He was one of the first to believe that the world is round and that the way to far-off India in the East might be found by sailing west.

Columbus tried again and again to get help in proving his belief. Finally Queen Isabella of Spain listened to his plea and declared that the plan of Columbus to sail west across the great Atlantic

Ocean should be carried out, even if she had to sell her jewels to help him. The story of his voyage with three small ships, and of his discovery of the land that was to be known as America, is one that you will want to read about and tell about on Columbus Day.

You will find stories about Columbus and his voyages to America in many books. If you do not have a library near you, it will be like a hunting game to see how many different books and papers you can find at school and at home that contain stories or pictures about Columbus.

Using Book Tools

In school readers and history books there may be just a few pages about Columbus. The slow way to find these pages is to glance through the book. Even though you turn the pages very fast, you will take much more time than you will if you use the two helps that most books have for you. These two helps are the *table of contents* and the *index*.

The Table of Contents. In the front of each of your books you will find a page named *Contents*, or *Table of Contents*. It gives the titles of the chapters or stories in the book. The way to use this page is to read down the list of titles until you find one that you think will be what you want. Perhaps the word *Columbus* is in the title of a story, or the words *Discovering America*. If you find words

like that, turn to the page in the book where that story begins and see if it is what you want. The page number is given at the right edge of the *contents* page like this:

Columbus..... 68

The Index. In the back of some books, particularly encyclopedias and geographies, are other helpful pages. These are the *index pages.* These pages also tell what is in the book. In the index all words are arranged in *alphabetical order,* not in the order in which they come in the book.

Practice 1 — Using the Table of Contents and the Index

By using the table of contents or the index, make a list of the books in your library, your school, and your home that tell something about Columbus. Give the page number of each book, so that the person who uses your list can turn at once to the pages that tell the story of this discoverer of America.

"A Boy from Genoa," *Citizenship Readers, Book III,* pages 227–238.

"Sailing Westward with Columbus," *Fact and Story Readers, Book IV,* pages 355–362.

If you want a poem for your Columbus Day program, see if you can find the one by Joaquin Miller. It is called "Columbus." It is printed in many books.

Reporting on What You Have Read

When you know that you are going to make a report to your class on what you are reading, you may do several things.

1. Read carefully and take notice of the important points.
2. Write a few notes to remind you of the important things.
3. Read again the parts that seem to you important and that will help you in your report.

Reading in order to make a report is like taking a message from one person to another, except that in this case it is taking the message from a book to a group of your classmates.

Practice 2 — Making an Oral Report

You may find in your reading a good story about Columbus. It may tell about one of these:

How Columbus learned about sailing
His struggle for help to make the voyage
His difficulties on the first voyage
His sighting of land
How he was received when he returned
His troubles in later life

After reading the story carefully, think how many important points you will tell and in what order.

Report the story to your classmates. Make your report just as interesting as you can. Here are some helps for you.

Standards for a Good Oral Report

1. Start in a way that will arouse the interest of your listeners.
2. Go from one point to the next, and do not repeat.
3. Speak clearly and in a natural voice, but loud enough so that all of your listeners can hear you.
4. Close your report with a good ending sentence while your listeners are still interested.

CELEBRATING THE RETURN OF PEACE

The great World War came to an end when the armistice was signed on November 11, 1918. Since then we have called this day "Armistice Day" and have celebrated it as the day when peace was restored to the world. To prepare a program for Armistice Day, start several weeks in advance.

Practice 3 — Discussing Ways to Celebrate Armistice Day

Talk over the various ways in which Armistice Day can be celebrated. Would you like to have poems or stories about the World War read? It may be that some member of the class knows a person who served his country in the World War. How can you invite this person to come and talk to your class? Make plans for your celebration.

Telling a Story

A person who can tell a story very well is always welcome. He gives joy to other persons and gets a great deal of pleasure for himself as well. The next time you hear a good story-teller, listen carefully and notice these things:

He makes every happening of the story clear and understandable.

He keeps you guessing what is coming next.

He makes the funny part funnier by telling it suddenly as a surprise.

Here is a story of a brave dog and what he did for his country during the World War. Is it a good story?

THE STORY OF A RED CROSS DOG

Franco was just a plain, ordinary shepherd dog, but what he did during the World War proves that a dog can render valuable service to his country. When the war broke out, Franco was just a puppy. For five months he had lived a happy life with his master and his master's family in a little cottage not far from Paris. He had spent his days playing with the master's three children and learning small duties, like going after the mail with Jacques, the older boy in the family.

Suddenly the war came and Franco's master went away to fight for his country. As he left, he patted Franco on the head and said: "Good Franco! Take care of my family until I come back." From that time on, Franco's puppy days were over. He began to take his duties more seriously.

One day he saw an airplane flying overhead dropping some white papers. He picked one of the papers up in his mouth, as he had been taught to carry the mail, and took it proudly home to his mistress. When she unfolded it, she read this message: "Our army is in need of dogs. If you have a good dog, lend him to your government and we will train him to serve his country." The mistress looked at Franco sadly and the children cried, for they knew that Franco would go.

In the dog war-school where Franco went, dogs of many different kinds were being trained for war service. Rat terriers were taught to hunt rats. Greyhounds, who could run swiftly, were taught to carry messages. And the shepherd dogs like Franco were taught to do Red Cross work, to look for wounded men on the battlefields, to carry food, drink, and medicines in belts which they wore. They all had to learn not to be afraid of the noise of the guns. And most important of all, they had to learn to keep from barking, for a barking dog would reveal to the enemy where the soldiers were.

One cold, rainy night after Franco's training was completed, he and six other dogs were taken out to the battlefield in a truck. The road was full of shell holes and very rough, and as the truck rushed along, the dogs were thrown from one side to the other. Once when the dogs fell on top of Franco, he felt a sharp pain in his leg, but just then the truck stopped and in the excitement of getting out he didn't even give it a lick.

He was sent out at once to look for wounded soldiers. He had not gone very far when he heard a low moan and saw a wounded soldier lying in a trench with a pile of earth over his legs. Imagine his surprise to find that it was his own master! Even in his joy he dared not bark; so he licked his master's hands and

face until he opened his eyes. His master knew him at once and said, "Good old Franco! How did you get here?"

Franco stood very close to him, so that he could help himself to the supplies in Franco's belt, but the master said: "Come around to the other side, old fellow. I can't use this arm." Franco moved around to the other side and his master drank from one of the small bottles. Then he took the pencil and paper he found there and wrote a note. Franco took the letter in his mouth, as he had so often done at home, and hurried back to the truck, where he dropped the note at the feet of one of the men. Then he quickly led the way back to his master's side.

That night both his master and Franco were taken to a hospital, the master with a wounded arm and Franco with a broken leg. How strange that his leg had been broken during the ride on the truck and he hadn't even known it! After a few weeks in the hospital, Franco's leg healed, and then he went back to the battlefields. During the years of the war he helped to save many other wounded soldiers.

— Adapted

Practice 4 — Telling a Story

Select a short story that tells about a brave deed like that of Franco or about a fine act of devotion or service to one's country. You will find such stories in books and magazines. Possibly you have heard such a story told around the fireside at home. Go over the main points of the story, plan just how you will say the important things, and then tell the story to your class.

Memorizing a Poem

A poem that you like is easy to learn and remember. One that means little to you is hard to memorize, and then it is quickly forgotten. When you memorize a poem, try to select one that you really like, one that means a great deal to you. Here is the last of four stanzas in an Armistice Day poem that many persons like:

THE DEBT (*last stanza*)

For the youth they gave and the blood they gave
We must render back the due;
For every marked or nameless grave
We must pay with a service true;
Till scales stand straight with even weight
And the world is a world made new.

— Theodosia Garrison

*Practice 5 — Memorizing a Poem**

Select a poem that you would like for the celebration of Armistice Day. Read it through several times, keeping your mind on the ideas and the pictures it presents. Do not try to learn it a line at a time. Get the thought and feeling of the poem, and the words will be easy to learn. The pupils who recite their poems well can be placed on your Armistice Day program. If several pupils select the same poem, they can practice and give it together on the program. This speaking together like a choir comes to us from the Greeks. It is called "choric verse."

Practice 6 — Writing an Invitation

If one of the members of your class knows some person who served in the World War, and who would be willing to talk to you about its ending, you can write him a class letter inviting him to speak to you on Armistice Day.

An Invitation to Speak

Hampden School
Baltimore, Maryland
November 2, 1935

Dear Mr. Horne,

We are planning a program for Armistice Day, November 11. We should like very much to have you talk to us on ways of serving our country in war and in peace time. Our program will start at 10:45 a.m. The time for your talk will be about fifteen minutes. We hope that you will be able to come.

Very truly yours,
Fourth Grade

In writing your invitation, be sure to tell the speaker when, where, and why you want him to speak.

Suggest to your teacher, as she writes the letter on the board for you, just what you want to say. Read the letter over carefully before you copy it to send.

Section I of the Handbook will help you.

EDUCATION WEEK

During one week in November the schools all over our country make a special effort to tell the people about education and the good that it is doing and can do. They invite the people to visit the schoolrooms and see what is being done. They believe that if all the people would go into a school building and watch the work and play of the children for just one hour a year, they would be interested in our schools.

Planning for a Visitor

Most parents do visit the schools that their children attend. Do your parents visit school at least once during each school year? Education Week will be a good time to bring them.

There are some older persons in each neighborhood who have not been in a school for twenty or thirty years. When they talk about schools, they are thinking about the ones they knew many years ago, when they were children themselves, perhaps. But schools today are so different that these persons really need to get acquainted with them all over again. Wouldn't it be fine if you could get such a person to come to school and visit your class during Education Week?

How Can You Interest Him?

You can go and talk with him. What will you say? Can you tell him interesting things about

your school? Can you make him feel that he would be very welcome as a visitor?

Or you can take him a special invitation from your class. Here is an example of such an invitation.

Roxboro School
Greenwich, Connecticut
November 8, 1935

Dear Mr. Eaton,

You have lived near our school for many years, but we do not think you have ever visited us. We should like to have you be our special guest at a program and exhibit next Thursday afternoon. We believe you will enjoy visiting us, and we hope that you can come.

Sincerely yours,
Fourth Grade

Practice 7 — Writing a Letter

Select some person you know in your neighborhood or school district who has not visited your school for many years. Write a friendly letter asking him to visit you on some particular day of Education Week.

UNIT IV

SWITZERLAND

STORY-TELLING

Let us begin with a story about Switzerland.

AN ORDER FOR A CARVING

Seppi, the wood carver's son, was watching his goats on the mountain side. Two strangers slowly approached from below, an English tourist and his wife, who were climbing the mountain. As they reached the ledge where Seppi was watching his flock, they sat down to rest, tired from their climb. With the courtesy of all Swiss people to strangers, Seppi invited the Brownleys to stop at his home to rest.

Mrs. Brownley asked to see some of the carving that Joseph, Seppi's father, did. "How lovely! You are an artist! Would you be too busy to carve something special for me?"

Joseph was glad to be asked to do some work, because there had not been many orders lately and he was worried about food for the winter.

The English lady then told of her visit to the famous old hospice (or house of refuge) at the top of the St. Bernard mountains. There the monks live and care for strangers who lose their way in the snow and ice on the mountains. They keep and train the big, kind-faced St. Bernard dogs that find lost travelers and lead them back to the hospice to warmth and care.

Mrs. Brownley had wandered away from the hospice the morning after spending the night there. She was lost all the morning and finally sat down in weariness and fright. Suddenly she looked up to see one of the fine dogs beside her. By following his lead, she had found her way back to the hospice.

"Will you carve me a copy of that dog? I'd like to have it as a remembrance of my friend."

This is retold from the story *The Little Swiss Wood Carver,* by Madeline Brandeis. If you want to read the whole book, you will probably find it in the library. Do you think you would like to live in the country where Seppi lived?

There are other stories about Switzerland and the Swiss people. You may want to tell them to your classmates after you have read them. If they are long stories, you can tell only parts of them. Your classmates will enjoy hearing the exciting or funny parts of the books. Choose a part in which something happens. Tell all about that particular happening, so that your classmates will not be left puzzled about it.

Practice 1 — Choosing a Part of a Story to Tell

Heidi and *Moni, the Goat Boy* are two books by Johanna Spyri about children of Switzerland. *Malon, a Little Swiss Girl,* by Mildred McGuckin, and *Anton and Trini, Children of the Alpland,* by Virginia Olcott, are two more Swiss stories. Some of you will read these or other books about this

land. Choose an interesting short part of the story to tell to the class. Three or four pages will be long enough. Leave out all that is not important. If you choose a part that you like, you can be pretty sure that the rest of the class will like it.

Perhaps you will choose to tell about one of these happenings if you read *Heidi:*

Heidi going into the tower room
Heidi bringing the kittens to the Sesemann home
Miss Rottenmeier finding the hidden rolls
Heidi returning to her grandfather on the mountain
Peter learning to read
The doctor's visit to Heidi's mountain home

Telling Things in Order

Your classmates can follow the story ideas more easily if you tell things in clear order. Tell what happened first, and then what happened next, so that your listeners can see everything clearly, just as it all took place.

The story of William Tell is an old tale of early days in Switzerland. You can probably find the story in some of your readers. If you tell it to your class, tell the happenings in this order:

1. The rule made by the cruel new governor
2. William Tell's refusal to bow to the hat
3. The arrest and the scene before the governor
4. The governor's decision

5. The shooting of the apple from the boy's head
6. The question about Tell's second arrow
7. William Tell's answer
8. Tell's escape with his son

Are these the main points in the story of William Tell? Have any been left out?



The William Tell Monument

The words in German carved on this striking memorial to William Tell and his son mean: "So long as the mountains stand, there will be told the story of the archer, Tell."

Practice 2 — Planning to Tell a Story in Order

Before you tell your story to your class, put down in order the things you plan to tell. Your notes will look something like those just given for "William Tell." You may not need so many points. Your notes are your story *outline.* The outline will help you to think through the happenings in the story. If you wish, you can look at your notes as you tell your story.

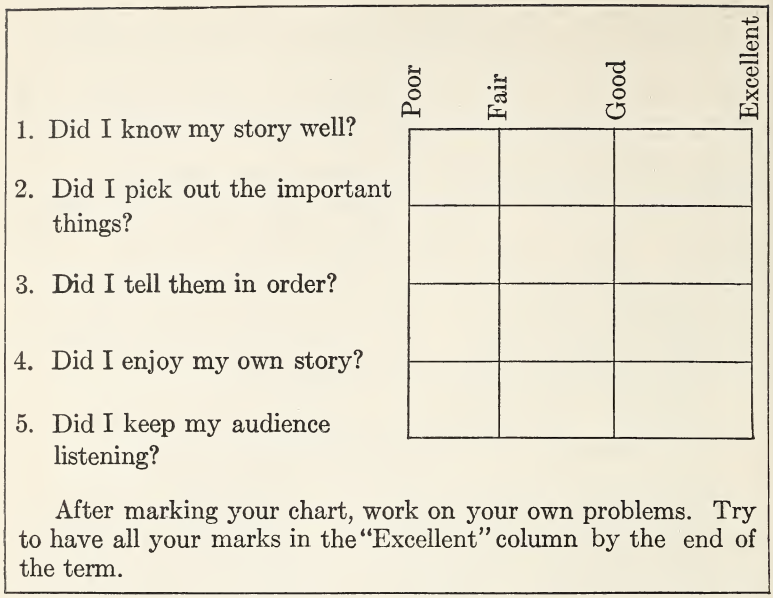
Practice 3 — Having a Story Hour

Your story hour will be especially interesting if you tell some Swiss stories that the other children have not heard. Choose your story or part of your book very carefully. Plan the order in which you will tell it. By the end of the hour all the class will want to know more about this unusual country and the people who live there.

Part of *Moni, the Goat Boy* is told in the *Elson-Gray Basic Readers, IV.* You may want to tell part of *The Swiss Twins,* by Lucy Fitch Perkins. There is a story of a Swiss farm, called "The Alders," in *The Curriculum Readers, III, Friends round the World.* There is a story named "Toni, the Little Wood Carver" in *The Story and Study Reader, IV.* Perhaps you can find other Swiss stories in your books.

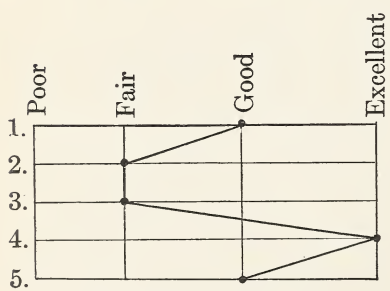
Measuring How Well You Tell a Story

Here is a chart on which you can measure how well you tell a story. Each of you should make one



My Story-Telling Thermometer

like it. Mark yourself now, again at the middle of the term, and a third time at the end. Mark your chart with a different color each time so that you can see how you grow.



One Boy's Chart

You can even make a class chart on the blackboard, so that you will know on which points your whole class needs to work hardest.

LEARNING MORE ABOUT THE SWISS

These stories must have made you curious about this country and its people. Did you wonder why

there are wood carvers in Switzerland? Why did you find so many stories about herders of cattle and goats? How do the people get from place to place among those steep mountains?

Have you ever noticed that you find out things more quickly if you can ask good, clear questions? The same thing happens when you read in books. If you go to books with questions in your mind, and if questions come to you as you read, you will enjoy your reading more and find out what you want to know.

Are these questions that you would like to have answered?

Where is Switzerland?

Are there any Swiss people in our country?

Do people who live where there are mountains in our country work and dress like the Swiss?

Do we have anything to do with the Swiss people?

Practice 4 — Making Good Questions

Make a list of questions that you want to have answered in your reading about Switzerland. Put down only things you *really want to know about.* Put this list of questions on the blackboard where everyone can read it. Each day, as you read, you will be able to answer one or another of those questions. You can check them off your list as you answer them.

Learning from Pictures

If you live where there are no mountains, you will surely want to know how mountainous country

looks. Pictures will help. You can have a collection of post cards and magazine pictures showing mountains. There are pictures in your geography books, also.

Some of you may be interested in the costumes of the Swiss people. Pictures will tell you a great deal about the dress and the homes of these people.

Practice 5 — Making a Picture Collection

Collect pictures of mountain scenes. Mount them or fasten them on your bulletin board. You may find some that will show Swiss scenes like these:

Snow-capped peaks	Mountain pastures
Mountain streams	Mountain lakes
Waterfalls	Deep valleys
Steep slopes	Railroad tunnels

The edge of the forest, or *tree line*

You may label your pictures with a short sentence or a title like those just mentioned.

You can collect other pictures of Switzerland, also. If the pictures are in books, you can arrange the books on a table, so that your classmates can look at the pictures. You should never cut pictures from a book. Do not cut them from a magazine unless you know that no one wants the magazine any longer.

Word Pictures

Your picture collection will suggest word pictures to you. You can put the pictures that come

to your mind into words and write a paragraph for a booklet on Switzerland. With your word pictures of this land you can put paintings or crayon drawings of scenes in Switzerland. Section II of the Handbook will help you to write good paragraphs.

Your choice of words will be important, because some words will give truer mind pictures of this country than others.

Practice 6 — Writing Word Pictures

After looking at your pictures, try writing a word picture paragraph of Switzerland. Each sentence should be clear. It should add a new thought about the topic. Choose your words carefully. Will you need any of these?

steep	dashing	climb	landslide
difficult	rugged	graze	forests
slope	glacier	cliff	source
scenery	peaks	tunnels	water power
torrents	plateau	winding	mountain pass

A Poem

This beautiful country has made poets write about rocks and snow and great mountains. Perhaps your pictures will make you wish to write a poem. You will enjoy the poem about mountains on the next page. Perhaps you will enjoy it more if you read it aloud.

THE MOUNTAINS ARE A LONELY FOLK

The mountains are a silent folk;
They stand afar — alone,
And the clouds that kiss their brows at night
Hear neither sigh nor groan.
Each bears him in his ordered place
As soldiers do, and bold and high
They fold their forests round their feet
And bolster up the sky.

— Hamlin Garland

Have you ever noticed that the outdoors sometimes makes you feel quiet? Do you want just to look and listen and not to talk? That must be the way this poet, Mr. Garland, felt about the mountains. He thinks of the mountains as people, or *folk* as he calls them. Is the *rhythm* or swing of the poem a dignified, slow movement that fits these "silent folk," the mountains?

Learning from Books

Since this country of the Swiss is far away across the ocean, very few of us would know about it if it were not for books. Some of your readers, and your geography books, and encyclopedias will tell you about Switzerland if you know how to find what they tell.

Practice 7 — Using the Table of Contents

Take your geography book and turn to the *Contents* page. Is there a chapter in your book about Switzerland?

Do the same thing with your reading books. Two reading books that have something about the Swiss are *The Child-Story Reader, IV* and *The Study Reader, IV*. Can you find the page numbers of the stories from the *Contents?*

Remember to look all through the Table of Contents.

Practice 8 — Using an Index

When you turn to an index, you will use your knowledge of the alphabet. Something about Switzerland might be in the very first chapter in the book, but in the index it would be in the *S* list because *Switzerland* begins with *S*.

Find the index pages of your geography. See also if there is anything about Switzerland in your other books. The page numbers will be given in this way:

Switzerland 6, 18, 20–26, 40, 119

The dash (–) between 20 and 26 means that there is something about Switzerland on all of the pages between 20 and 26. The dash saves the space that would be needed to print 20, 21, 22, 23, 24, 25, 26.

COMMITTEE WORK

Sometimes five or six of you can work together as a committee. You can select a topic, read several books about it, and prepare a report for the rest of the class. You will need a chairman to plan your work and to take charge of the discussion on the day you give your report.

Topics for Committee Reports

Switzerland is so different from our land that you can find many interesting topics for committee reports. Choose one from this list, or decide upon another that you would like better.

Winter Sports
Cheesemaking
Tourist Business
Swiss Factories
Cowboys of the Mountains
Travel in Switzerland
Making Things by Hand
Mountain Farms

Taking Notes

After choosing the topic for your committee, collect books that tell something about Switzerland. Use the tables of contents and the indexes. From your reading choose the important facts on your topic. Make *notes* on them. They may look something like this:

Topic: Farming in Switzerland
Rich valleys or plateaus among mountains
Flax, rye, hay, vegetables
Women in fields
Cattle grazing

Notes should be just as few words as possible. They are like the string that you tie around your finger to remind you of something you need to remember.

Each member can take notes. Bring your notes together and, with your chairman, decide on the main points in your report. About three main points will make a good report. These three points

will be your outline. Here is an outline for a report prepared by one committee.

The Map of Switzerland

1. How to tell distance and direction
2. Discovering where the mountains, rivers, and lakes are
3. Map signs and their meaning

Giving Your Report

Your chairman will call upon a member of the committee to talk on each point in the outline. Each talk will be an oral paragraph. Each member should be careful to talk only on his own point. Other committee members can help by showing pictures or articles that have come from Switzerland. They may point things out on the map, too.

*Practice 9 — Giving a Committee Report**

Following the plan just suggested, choose several topics for committee reports, prepare them, and give them for the class. You will find this more interesting than just reporting on what everyone else has read. When you finish giving your report, ask your audience one good question to see if you have made your main point clear. These are good questions:

Topic: *Factories.* Question: "Why do the people make small, expensive things in their factories instead of large things?"

Topic: *Herding.* Question: "Why do the herders drive their cattle higher on the mountain slopes in summer?"

REMEMBERING WHAT YOU READ

You cannot remember everything you read. Only a part of all that you read needs to be remembered. As you read, decide what is most important. Put that fact away in your mind, or make a note of it on paper. You can do that with every paragraph or so. When you are all through reading, try to think over the important facts that you learned.

If you read more than one book on the same thing, you can put all the important facts together and make a good paragraph report on what you read.

Practice 10 — Gathering Ideas from Several Books

In the three readers that are named below there are stories about the shifting of the cattle pasture land in summer and winter. From these three books take notes and compare what you find in one book with what you find in another. Do these books or others that you have in your room all tell the same thing? Does one tell more than another?

"Swiss Herdsmen," in *The Child-Story Reader, IV*
"Fritz and Dan," in *The Children's Own Reader, III*
"Where the Swiss Live," in *The Study Reader, IV*

A TRIP TO TAKE

It is always interesting to know how much like our own country other countries are, as well as how

different they are. You can see near your home some of the same things you might see in Switzerland. You probably do not have all these things near you, but perhaps you can take a trip to see one of these things that you could also see in Switzerland:

A cheese factory
A dairy farm
A dairy store
A watch factory
A waterfall that makes power
A travel bureau

Planning Your Trip

You will need to write a letter to arrange for your trip. Your letter should tell when and why you wish to visit the place. It should be written *at least a week* before you want to make your trip, so that there will be time for an answer.

Hamilton School
La Crosse, Wisconsin
April 29, 1935

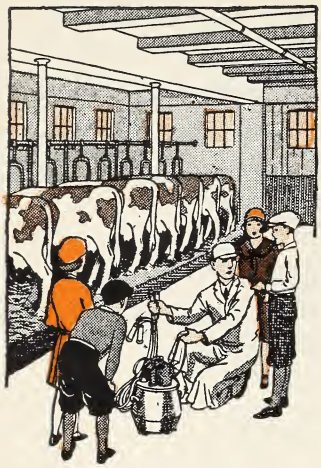
Bardeen Dairy Company
La Crosse, Wisconsin

Gentlemen:

Our class would like to visit your farm to see how the cattle are fed and cared for. We want to know how the milk is handled, too.

Would it be convenient for you to let us come with our teacher on next Thursday afternoon at three o'clock?

Very truly yours,
The Fourth Grade
Teacher, Alice Harter



Sometimes the teacher signs her name also at the bottom of the letter, so that the answer can be telephoned to her at the school. Notice that this is a business letter. It has one more part than the letters you have learned to write to your friends. Follow this form when you write your letter.

Practice 11 — Writing a Letter

Write a letter to arrange for a trip that you can take in your town. It can be a class letter or one pupil can write the letter and show it to his classmates for their approval. Be sure to have the correct name and address for the company or person to whom you are writing. Study Section I of the Handbook for help in letter-writing.

On the Trip

Your class will probably have a guide from the factory who will explain things and answer your questions. Two rules you will need to follow are:

1. Look carefully at everything.
2. Listen to what is said.

If you wish, you may ask questions. You should be careful not to ask the same question that some-

one else asks or to talk at the time someone else is talking. Your guide will appreciate courteous listeners.

Practice 12 — Writing a Letter of Thanks

When you return from your trip, write a letter of thanks for your visit. This can be a class letter. Your teacher will write each sentence on the board as you say it. When you have it as you like it, copy it for mailing. You will find an example of a class letter in Section I of the Handbook.

After the Visit

After the visit you will need to discuss what you have seen and heard. The discussion will help you:

1. To decide what is important to remember.
2. To clear up any misunderstandings about what was seen or heard.
3. To answer questions.

Practice 13 — Discussing Your Trip

Talk over together what you learned on your trip. Answer these questions in your discussion:

1. In what ways is this work or business the same in Switzerland and in our country?
2. How is it different in Switzerland?
3. Why is it different?
4. How can you find out about Swiss workers?

AN INTERESTING PROGRAM TO GIVE

After studying about Switzerland, you may want to have a program for someone else to enjoy. You can pretend to be a tourist company trying to get Americans to visit Switzerland. You can make a corner of your room look like the office of a tourist bureau, with pictures of Switzerland and of boats that take passengers across the ocean. Another class can be invited in to hear your speakers tell about the country and the reasons why anyone would like to visit it. You may even have some songs and folk dances of the Swiss people as part of your program.

You could plan this program for the radio, sending your talks from an imaginary broadcasting room.

Your class can set up a tourist bureau. You can write an advertising circular or paper to send to another class. Show pictures and give talks that will interest your visitors in Switzerland.

Practice 14 — Giving a Program

Plan a program for the close of your Switzerland study. Some of these topics will make good talks if you make believe you are a tourist bureau and try to persuade others to go to Switzerland for a visit.

The Boat Trip
Travel in Switzerland
Interesting Places
Things to Buy in Switzerland
Sports and Fun
Mountain Climbing

UNIT V

WORKING FOR SAFETY

When the first white men came to America they found many hardships. They built log cabins to protect themselves from the bitter storms of the winter. They always carried firearms to use if they should meet an unfriendly Indian or a savage beast of the forest. All about them were dangers from which they had to guard themselves.

Today we have warm, comfortable homes. The Indians and the savage beasts are gone. These are no longer sources of danger to boys and girls. But there are other dangers that in many ways are more threatening than those which surrounded the early settlers. Do you know what these dangers are? When you read the following story, you will learn one type of danger that is common today.

A NARROW ESCAPE

It was the last inning and the score was tied. The championship of the playground was at stake and Jim Ferguson came to bat.

Jim was the best batter on the fourth-grade team. Here was his chance to win the game. A ball and then a foul strike, and then smack! — and a fair hit. Out over the fielders' heads the ball went, clear to the street, and past the parked cars.

Out after it went the right fielder, Joe Booth. If Joe could get that ball back and prevent a home run, the game might be saved.

Suddenly there was a shout from the street, a child's scream, a screech of auto brakes — then a deathly stillness. Not even Jim's crossing of the home plate with the winning run seemed to break the awful silence.

The children, rushing to the street, arrived just in time to see Joe being helped to his feet. Lucky Joe this time, for the brakes on the car, which now stood almost touching him, had held. Of course, the shock from the sight of the car bearing down on him as he lay there in the street had caused his face to turn white and made him look ill, but he wasn't really hurt at all.

Jim rushed up and grabbed Joe by the arm. He was so relieved to find Joe unharmed that he clapped him on the back and almost shouted in his ear, "Oh, boy! I was afraid you were a 'goner.' You know I could see you slip on the pavement just as I rounded third base, and I could see the car coming. Gee, I'm glad you're okay."

And Joe was just as glad, but he couldn't seem to say anything. He was still numb from the shock of the whole thing, and was glad to hear the bell ring so that he could go into the quiet of his schoolroom.

But Joe's narrow escape was talked about by the pupils for several days. Finally their teacher said, "What can we do to avoid accidents and make our playground safer?"

That was how the study of safety measures in that fourth grade started.

What do you think was the first safety rule made by the class?

Practice 1 — Conversing about Safety

Do you have any danger spots on your school grounds or in the neighborhood of your school? If so, how do you think that the danger from them



What Can We Do to Make Our Playground Safer?

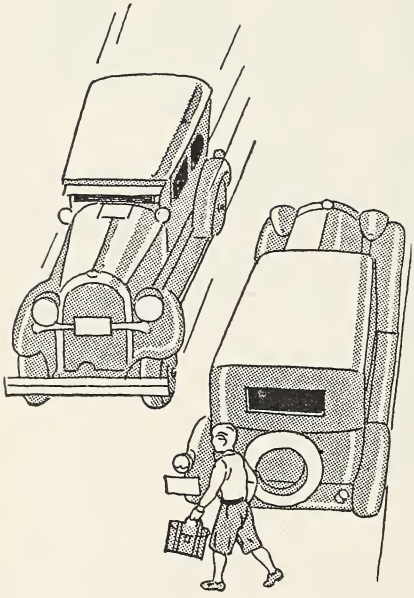
can be reduced? Do you recall any near-accidents? What caused them, and how can such dangers be avoided another time? What are safe

and unsafe places to play? Why are these not good places for children to play?

The street
Lumber yards
Small playgrounds near busy streets
Railroad yards
Fire escapes
Places where building is going on

DEVELOPING SAFETY HABITS

By forming habits of watchfulness and care in using the streets, you can help to prevent many accidents. Crossing the busy streets only at street corners is important. The person who crosses the street in any place in the block is called a "jay-walker." The bad habit of jay-walking has caused many accidents.



One Cause of Accidents

Looking both ways before starting to walk across the street at the regular crossings is a most important habit to form. If everyone were in the habit of being careful about this, many accidents would be avoided. How do parked cars sometimes cause accidents to occur?

Practice 2 — Making a List of Safety Habits

Make a list of safety habits that you and your classmates ought to have. If you learn to do these things without thinking, you will have fewer accidents. Remember that carelessness is the greatest cause of accidents. Section II of the Handbook will help you to write clear sentences.

There is an old saying: "Experience is a dear teacher." When applied to safety, this means that, after you have had an accident, you learn to be careful and not get hurt that way a second time. But that is a hard way to learn. This story told by a fourth-grade pupil gives an example.

A HARD LESSON IN SAFETY

Dick was a little boy who often forgot and ran across the street in the middle of the block. "I run so fast a car can't hit me," he said.

But one day a truck knocked him down. They took him to the hospital. After a long time he was well again, but he could never play baseball any more because his leg was stiff.

After that Dick always went to the corner before he crossed the street. He always looked both ways, too, before he started to cross.

Practice 3 — Telling a Story

Tell the class about some happening you have seen or heard of that has made you more careful to form safety habits. When you have told just

what happened, tell what safety rule you learned from that happening.

DIRECTING TRAFFIC

The traffic policeman stands at the busy corner and directs the automobiles and the people crossing the street. He helps to prevent many accidents. He would like to have all boys and girls understand the rules about traffic — what they should do and what they should not do. When one traffic policeman received a letter like this one, he came to the schoolroom and talked to the fourth-grade class about how accidents could be prevented.



Harvey School
Minneapolis, Minnesota
January 16, 1936

Dear Mr. Nelson,

We are studying safety rules and we are interested in what to do when we are at a busy street crossing. We should like to have you come and tell us about accidents, what causes them, and how they can be prevented. We know that you can help us in our study and we hope you can come.

Sincerely yours,
Fourth Grade

*Practice 4 — Writing an Invitation**

Write a letter inviting the traffic policeman in your vicinity to come and talk to you about safety at street crossings.

Turn to Section I of the Handbook for more help with your letter.

DRAMATIZING

The policeman is always working to make your city a safer place in which to live. Whenever you need help you will find that he is your friend.

Here is the outline of a little play. You may call it "Lost in a Big City," or any other name that you think fits it.

The people in the play — we call them the *characters* — are a child, the mother, an older person, and a policeman.

Action: The child is walking along the street with his mother. They stop to look into a shop window. The mother walks on. The child looks for the parent— becomes frightened. He asks an older person who is passing, but the older person doesn't seem to know what to do. A policeman comes up. He asks the child his name and address or, if he doesn't know his address, the directions for going to his home. The policeman is about to take the child home when the mother returns. She is very happy at finding the child.

Practice 5 — Writing a Dramatization

When you write the actual words that each character speaks, you will be writing a play. With

the teacher acting as writer at the blackboard, you can all help to write the lines for this little play. Make the speaking of the characters just as real as you can.

HELPING TO MAKE HOME SAFE

There are many ways in which you can help to prevent accidents at home. Sometimes boys and girls are careless and cause other people to be hurt.

One evening Jack forgot to put his bicycle away when he was through riding. He left it on the sidewalk near the front steps. Jack's father came home that night rather late. He did not see the bicycle because it was dark. He tripped over it and hurt his knee.

Practice 6 — Writing Sentences about Making Home Safer

Think of the ways in which you can be of help at home in preventing accidents. Write a sentence telling of each way.

EXAMPLE: I will put matches, pins, and knives out of the reach of the baby.

Here are some of the things you can write your sentences about. You will be able to think of others.

1. Picking up playthings
2. Keeping fingers out of electric sockets
3. Not playing with handles that turn on the gas in the gas stove

4. Putting ashes or sand on icy steps and walks
5. Not climbing on dangerous places

It is important to punctuate and capitalize your sentences correctly. Sections V and VI of the Handbook will help you with this.

Suggestions from Mother and Father

Your mother and father will be glad to know that you are thinking of different ways to help make your home safe. It may be that they will want to give you some suggestions. One way to interest them would be to write them a letter asking how you can help at home.

Horace Mann School
Topeka, Kansas
November 3, 1935

Dear Mother and Dad,

The children in our room are making up a list of the ways in which we can be of help in making our homes safer. If you can think of any ways different from those we have thought of, please let us know them. Our list is on the sheet attached to this letter. The class is divided into two sides. Each side that suggests a good way of helping will score a point. We hope our side will win.

Your loving daughter,
Marion

Practice 7 — Writing a Letter

Write a letter to your mother and father or any other person who might be of help, asking for suggestions for your list of ways to help make your home a safer place.

SAFETY AMONG ANIMALS

Have you ever realized that practically every animal is better equipped with safety habits than are men? The animals don't have to look out for the dangers of heavy automobile traffic, for we seldom, if ever, see an animal on a crowded city street. But animals have other dangers that they prepare themselves to escape.



A mother rabbit with her family of bunnies is playing in a field. She teaches them to listen with their long, sensitive ears to the approach of anything that may hurt them. She teaches them when to stop motionless until danger is past and when to scamper off on their long legs to their own safe hiding place.

Practice 8 — Making an Oral Report

How does a mother hen with a big brood of chicks act when you come near? Have you ever seen a mother partridge pretend she has a broken wing in order to get you away from her brood of little ones? Have you noticed that the coloring of some animals and insects makes it hard for you to see them? How does the porcupine protect himself? Nearly every animal has some way to protect himself from other animals he is likely to meet. Can you report on one that you have seen yourself?

SILENT POLICEMEN

At a street crossing where there is much traffic or on the state highway where there is great danger of accidents, you find stop-and-go lights. These lights guide both the automobile drivers and the people who are walking. They tell people when they should stop, and when they may go ahead safely. They prevent accidents.

In many places you see signs that are placed there in order to protect you from danger. On the streets near your school ground you very probably have a sign which reads:

SCHOOL — SLOW DOWN

What sign do you find at a railroad crossing? Have you read a sign in the streetcar or bus that says, "Do Not Talk to the Motorman"? Why do you think that is a good rule?

Practice 9 — Giving a Short Talk

Tell of a street crossing where you have seen stop-and-go lights. Explain their meaning, and tell how you can avoid accidents if you follow the rules in regard to crossing the street.

A report of this kind is really an oral paragraph. Follow the suggestions in Section III of the Handbook for good paragraphs.

Practice 10 — Making an Exhibit of Safety Signs and Slogans

Arrange on your bulletin board an exhibit of familiar signs and slogans that are for the purpose of protecting you. You can draw these on your blackboard if you prefer. Explain each sign.

LIGHTS AT SEA

The lights you see on the highway warn you of danger ahead, but the first lights used to warn of danger were not for motorists on the highway, but for sailors at sea. They were placed in tall lighthouses in the dangerous places along the rocky seacoast. They warned the ships at sea and helped the sailors guide them on their courses.

These lights have saved many ships from being dashed upon the rocks. Those who watched from the lighthouses have saved many lives. How one brave person saved the lives of a ship's crew is told in the story of Grace Darling.

THE STORY OF GRACE DARLING

In the fall of the year there are many storms at sea. On a dark September morning a ship had been wrecked on the low rocks off the shores of the Farne Islands. Half the ship had sunk. The men who had not



GRACE DARLING

Grace had to hold the boat while her father climbed upon the rocks

drowned were clinging to the fragments that lay upon the rocks. But even now the waves were dashing higher over the rocks, and the men were in danger of being washed away.

In a lighthouse on one of the small islands lived Grace Darling with her father. All through the night she had listened to the storm. Now when she saw the

wrecked ship and the half-drowned men clinging to it, she cried to her father, "We must try to save them. Let us go out in the boat at once."

Her father was an old man and he knew the force of the stormy waters. He said, "It is no use."

But Grace would not let him rest. "We cannot stay here and see them die," she protested. "We must at least try to save them." Her father could not refuse.

They set out at once in the heavy lighthouse boat, Grace at one oar and her father at the other. It was hard work in such a sea, and sometimes it seemed as if they would never reach the rocks. As they came closer, the danger became greater, but Grace was as strong and skillful as she was brave.

Grace had to hold the boat while her father, after many trials, climbed upon the rocks. He helped the weary sailors into the boat and at last climbed back to his place at the oar. When all were safe within the lighthouse, Grace, still unwearied, fed and nursed the men back to life. But for her courage and tenderness, they would have died. For this noble deed Grace Darling is still remembered and honored.

— Adapted

Practice 11 — Telling a Story

People always like to hear the story of a brave deed. Can you remember such a story that you have either read or heard? Think over the points in the story that are most important and interesting. Be ready to tell it to your classmates during the story hour.

UNIT VI

BOOK FRIENDS

CHANGES

I read a book of kings and queens,
Such was the tale I read.
The words of knights and dragons
Kept running through my head.
And while I read, I was the one
Whose robes were bright with silver;
I was queen of the distant lands
Where time went on forever.
But someone gave me another book
And, though it was but yesterday,
I'm now a Puritan maiden
In a gown of somber gray.

—Ann Zelenka, Age 11

Each year we have a Book Week. Of course, every week in the year is book week, but in this Book Week we give our reading special attention. Libraries put up posters about their new books and send reviews of good books to be printed in the newspapers. Bookstores arrange collections of new, attractive books in their windows. Clubs have book talks on their programs. In many ways we are reminded during Book Week that we are far richer than our parents and grandparents in

the number of beautiful book treasures that are ours to borrow or buy and read.

A TRIP TO THE LIBRARY

If you have a library in your town, this will be a good time to get acquainted there. You ought to know how to draw out books to read at home. There is usually a special room for children in the public library. A librarian has charge of the room and gives her time to helping children find the books they want. She also keeps a record of the books that are taken out and brought back.

You will find out more about the library by spending one hour there than by hearing about it. You can arrange with the librarian by telephone for your teacher and class to visit the library.

Using the Telephone

You will have to make plans by telephone many, many times as you grow older. There are certain rules of politeness to follow in using the telephone for a message of this kind.

Practice 1 — Dramatizing a Telephone Conversation

Before you send someone to make plans with the librarian for your visit to the library, you can play that you are telephoning in your classroom. After this dramatization, you can pick out the pupil who will do the real telephoning.

Choose someone to be the librarian, and let different children take turns in pretending to make plans over the phone.

The conversation may sound something like this:

(Telephone rings at the library)

LIBRARIAN: Public Library.

CHILD: Hello. This is Burton Foss. I am calling for the fourth grade at Central School.

LIBRARIAN: Yes, Burton.

CHILD: Our class is celebrating Book Week. We would like to visit the library next week if it is convenient for you to have us come.

LIBRARIAN: Yes, we shall be glad to have you if your teacher will come with you. Two o'clock is a good hour. On what day do you wish to come?

CHILD: Tuesday, if that suits you. Will you talk to us about the library and what books we can find there?

LIBRARIAN: Yes, I'll do that. I hope all of you will plan to take out library cards, too, if you do not have them.

CHILD: Thank you very much. We shall come on Tuesday at two. There will be thirty-five of us. Good-bye.

LIBRARIAN: Good-bye, Burton.

Courtesy Rules for Telephoning

After reading the telephone conversation above and listening to your classmates, talk over the courtesies of telephoning. People should try to make themselves understood and never get angry when they use a telephone.

Practice 2 — Discussing the Use of the Telephone

These questions and many others will come up in your discussion about telephoning:

1. When should you tell your name if you are making a telephone call? Why?
2. Why are some persons hard to understand over a telephone?
3. If you do not reach the person whom you are calling, you sometimes leave your name and number and ask to be called. Why is this a good thing to do?
4. What is a courteous expression to use if you do not understand the other person?
5. Why should telephone conversations be brief?
6. What do you say if the operator makes the wrong connection and someone whom you do not know answers? We call this "getting the wrong number."

Practice 3 — Making Rules for Telephoning

After your discussion you can make your own set of courtesy rules or standards for telephoning. Say your rules clearly and in as few words as possible.

Someone may write the rules on the blackboard as the class suggests them. Some of those on the next page are good; the others are not good. Which would you select? Make your own standards. If you have trouble in writing good sentences, Section II of the Handbook will help you.

1. Ask people to guess who you are when you telephone them.
2. Speak in a natural tone of voice.
3. Talk a little more slowly than you do when you are not telephoning.
4. Spell out names, if necessary, to make them clear to your listener.
5. Make your conversation as short as possible.
6. Talk sharply to the operator if you have trouble getting your call through.
7. Listen carefully, so that you will not need to ask to have things repeated.

AT THE LIBRARY

You will learn many things in your visit to the library, especially if the librarian talks to you about it. Learn the librarian's name, so that you can call her by name when you are talking to her. This is a little courtesy that everyone likes. Perhaps you will learn about these things:



1. What the *card catalog* is and how you can find books with its help.
2. How story books are arranged on the shelves.
3. What sections of books there are — poetry, travel, plays, etc.

4. What boys and girls should do with books when they finish reading them in the library.

5. What to do if you wish to borrow a book to take home.

6. How long you may keep a book at home.

Filling in Blanks

It is sometimes very important that you know how to fill in blanks correctly. In the fall you probably fill out an enrollment blank. Do you always put down everything that is asked? Do you put everything in the right place?

Your librarian has a blank to be filled out before you can receive a library card on which you may borrow books. Ask your librarian to show you the blank from your library. Is it like this one?

Date.....

I promise to obey all library rules, to handle library books carefully, to keep them clean, and return them promptly when due.

Age..... Name .....

School.....

Grade..... Residence.....

Practice 4 — Filling in Blanks

Those of you who do not have library cards may want to fill in blanks and get cards. You should have your parents' permission to borrow books

from the library before doing this. Some blanks have a place for your parents to put their names, as a sign that they have given their permission.

Most of the words that you put into the blanks need capital letters. Section V of the Handbook will help you to capitalize correctly.

NEW BOOKS TO ENJOY

In your visit to the library you probably saw many books that were new to you and looked interesting. You can make a list, like the one on the next page, of the new books that you and your classmates would like to read. The next time you borrow a book, this book list will remind you of a good book to read.

If you want to know just how new a book is, turn to the *copyright date* on the back of the title page. The year in which the book was first made is given there. Find the *copyright date* in several of your books. A book may have fresh, new covers and pages and still be an old story because the first copies of it were printed many years ago.

Your book list should give the title of the book and the author's name. If you arrange the books alphabetically according to the last name of the author, they will be in the order in which you will probably find them on the shelves of the library. If you write the last name of the author first, put a comma between the two names, as in the list shown on the next page.

OUR FOURTH GRADE BOOK LIST

ALDIS, DOROTHY. *The Magic City, John and Jane at the World's Fair*

COATSWORTH, ELIZABETH. *Cricket and the Emperor's Son*

DAVIS, MARY GOULD. *The Handsome Donkey*

FIELD, RACHEL. *Hitty, Her First Hundred Years*

OLCOTT, VIRGINIA. *Klaas and Jansje*

PETERSHAM, MAUD and MISKA. *The Story Book of Houses*

PIPER, WATTY. *Children of Other Lands*

PRYOR, WILLIAM CLAYTON. *The Train Book*

REED, W. MAXWELL. *And That's Why*

Practice 5 — Making a Book List

Make a list of the newest good books that you have found in the library or among your own books at home. Put down only books that your classmates can find in the library.

Arrange the list alphabetically by the last names of the authors. If the last name is written first, a comma belongs between the names.

The important words of all titles should begin with capital letters.

If you do not know the order of the alphabet, look at this line:

a b c d e f g h i j k l m n o p q r s t u v w x y z

POSTERS ABOUT BOOKS

You know that people often stop to look at a poster or a picture in a window. You can make other children want to read some of your new books by making posters of them. You can have an exhibit of book posters in the hall during Book Week.

Paints, crayons, or paper-cutting can be used for your picture. Choose something exciting to show on your poster. Leave plenty of blank space, so that your picture and your printing will attract attention.

Poster Labels

Each poster should have a label or a sentence to advertise the book. This should be short. It should make people want to read the book. A question may make people curious about a book. A title that is not a whole sentence could be used.

If you write a title, do not use a period after it. What ending mark will you use after a question? After a telling sentence? Sections II and VI of the Handbook will explain. Notice these examples:

Books are doors to many places. (A sentence)
Have you read a book this week? (A question)
Book Treasures (A title)

Practice 6 — Writing Poster Labels

Write a title or a sentence that you can use as a label for your book poster. Punctuate it correctly.

The class will select as many labels as they need for the posters they are making.

BOOK RIDDLES

There are certain books that are old favorites with children. Almost every boy and girl reads them at some time. Such books would make good subjects for book riddles, because all the class can take part in guessing the titles.

If you make a list of your favorite books first, everyone can make at least one riddle for your collection. Will your list of old favorites have any of these titles in it?

Andersen, Hans Christian. *Fairy Tales*
Blaisdell, A. F. *Pioneers of America*
Carroll, Lewis. *Alice's Adventures in Wonderland*
Defoe, Daniel. *Robinson Crusoe*
Eggleston, Edward. *Stories of American Life and Adventure*
Hawthorne, Nathaniel. *Tanglewood Tales for Girls and Boys*
Kipling, Rudyard. *Just So Stories*
Lofting, Hugh. *Doctor Dolittle's Circus*
Wiggin, K. D. and Smith, N. A. *Posy Ring*

Can you guess which of these titles is the answer to the following book riddle?

What would you do if you were shipwrecked on a desert island? If you want to know how one man built his home and got his food, read ..... It is an exciting story.

Your book riddle will be a paragraph. It may have only a few sentences. Be sure that every sentence tells something about the book.

*Practice 7 — Writing a Book Riddle**

Write a book riddle about one of the books in your list of old favorites. Leave out the title of your book so the class will have to guess what it is.

HOW TO CARE FOR BOOKS

During your visit to the library you probably noticed how well the books are taken care of. Probably the librarian told you how boys and girls can help to care for books.

Practice 8 — Discussing the Care of Books

Talk over these questions:

In what kind of place should books be kept?
Should books be left open when they are put down? Why not?
How are book bindings broken?
How do books get out of shape?

When you have talked about these questions, let someone put your important ideas all together in a good paragraph on the care of books. The section in the Handbook that tells about paragraphs will help you.

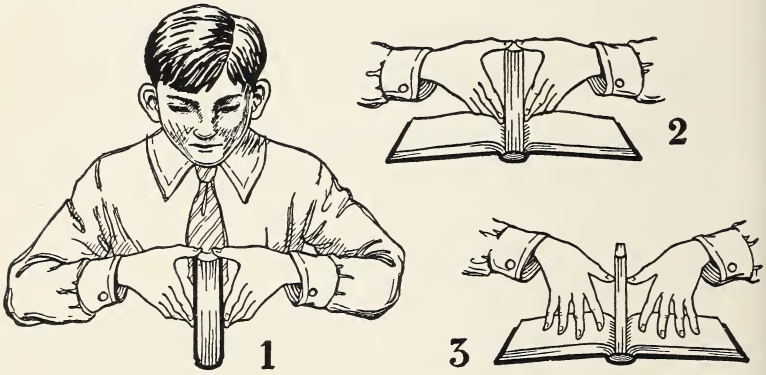
Talks about Books

Have you ever noticed that, if you like something, you can make others want that thing, too? This is certainly true of books. If your good friends like to own books and like to read, you

probably will want to do the same things. If your friends take care of their books, you will learn to do it, too. Sometimes children are careless about books just because they do not know how easily books are torn or broken.

You can give some talks in which you tell your classmates how important those things are. If you bring a book to class with you, you can really show what you mean.

One pupil went through the actions shown in this sketch, in giving a talk on how to open a new book.



In this talk the pupil tried to make clear that a new book should be opened slowly, a few pages at a time.

Practice 9 — Giving a Talk

Plan a short talk on one of these six topics. Before you give your talk, practice giving it to your teacher or to one of your classmates. Do not memorize what you plan to say. Just know before-

hand what point you want to make in your talk. One clear point is enough. Use actions if you wish.

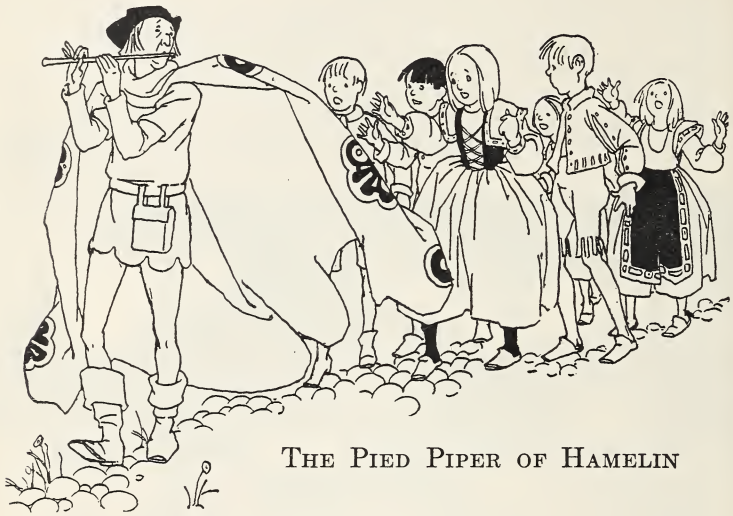
How to Choose a Book to Read
How to Open a New Book
How to Find Out What Stories Are in a Book
How to Find Out Who Wrote the Book
How to Hold a Book When You Are Reading
Where the Light Should Be When You Are Reading



Alice and the Two Queens

MAKING BOOKS COME TO LIFE

Sometimes books seem like dull friends to lively boys and girls. You can make your book friends



THE PIED PIPER OF HAMELIN

come to life by playing scenes from your favorite stories. By dramatizing books you can make the story people, or *characters*, seem real and interesting.

Practice 10 — Dramatizing Book Scenes

Plan to dramatize some book for your classmates. Choose your scenes carefully. You can't do this if you haven't read the book. Make up your conversation as you play the actions.

You will not need to learn the parts. Just remember what happened in the story, and make up the conversation. Be sure that you make the characters say what they would be likely to say.

Choose an exciting part where there is much conversation and action. Choose a part that can be played in just a few minutes. You will want to have several of these little dramatizations to keep the class interested.

If you like, divide into committees of two or three to get your scenes ready. If your dramatizations are interesting, you may want your committees to plan to give them for a program to which you invite another class.

Here are some scenes that would be fun to play:

The Tea Party, from *Alice's Adventures in Wonderland*

Alice and the Two Queens, in *Through the Looking Glass*

The Bargain with the Mayor, in *The Pied Piper of Hamelin*

Crusoe Finding Friday, from *Robinson Crusoe*

Bringing Home the Kitten, from *Heidi*

A Poem

Now that you have been making friends of books you will enjoy these two poems:

"Book Houses," by Annie Fellows Johnston, from *The Poetry Book 4*, p. 1.

"Books," by Nancy Byrd Turner, from *The Elephant's Friend*, p. 465.

You may choose one of them to read aloud in your program for Book Week.

UNIT VII

WORKERS THAT HELP US

LIVING WITHOUT HELP FROM OTHERS

Have you ever thought how difficult it would be to live without the help of others? In the story of Robinson Crusoe you read about the life of a man who was shipwrecked alone on an island. He had to build his own house and raise his own food. He had to make his own clothing and protect himself from the wild animals. With the tools and other supplies that he was able to bring ashore on his raft from the wrecked ship, he was able to build a home and live until finally a ship came and rescued him. Here is one part of the story he tells.

WHAT CRUSOE BROUGHT FROM THE WRECK

When I had finished building my raft I had to decide what to load it with. Having considered well what I needed most, I selected three empty boxes and lowered them down upon it. The first of these I filled with food, — bread, rice, three Dutch cheeses, five pieces of dried goat meat, and a small bag of corn which had been laid by for some chickens which we had brought to sea with us.

Upon looking for clothes, I found enough, but took no more than I needed for present use. There were other things that I had in mind, such as tools to work

with when I got on shore. After a long search I found the carpenter's chest, which was indeed a useful prize, more valuable to me at that time than a shipload of gold. I got it down to my raft without losing time to look into it, for I knew what it contained.

My next care was for some ammunition and arms. There were two very good guns in the great cabin, and two pistols. These I took first, with some powder-horns, a small bag of shot, and two old rusty swords. I knew there were three barrels of powder in the ship. After much search I found them, two of them dry and good. The third had taken water. Those two I got to my raft, with the arms.

Now I thought my raft was pretty well loaded, and I began to think how I should get to shore with it. I had neither sail nor rudder. The least gust of wind would upset it. Luckily the gentle breeze was toward the land, and I got to shore with my precious load without mishap.



The next day, as the sea remained calm, I began to consider that I might yet get many more things out of the ship that would be useful to me. I resolved to make another voyage to the vessel. As I knew that the first storm which blew would break her all to pieces, I resolved to set all other things aside, until I had everything out of the ship that I could get.

I swam out to the ship as before, and made a second

raft. Having had experience with the first, I did not make this one so large, nor load it so heavy. Yet I brought away many things very useful to me. In the carpenter's shop I found three bags full of nails and spikes, a large screw-jack, a dozen hatchets, and above all, that most useful thing called a grindstone. All these I tied together, with two iron crow-bars, two barrels of musket-bullets, seven muskets, with another small quantity of powder, and a large bag full of small shot.

Besides these things, I took all the men's clothing that I could find, a large sail, a hammock, and some bedding. With these I loaded my second raft, and brought them all safe on shore, to my very great comfort.

After I had made five or six such voyages as these, and thought I had nothing more to expect from the ship, after all this I found a large box of bread, a bag of sugar, and a barrel of fine flour. This was a surprise to me, for I had given up expecting to find any more food, except what was spoiled by the water. I soon emptied the box of that bread and wrapped it up loaf by loaf in pieces of the sails. All this I got safe on shore.

I had been now thirteen days on shore, and had been eleven times on board the ship. In this time I had brought away all that one pair of hands could well be expected to bring. I believe, if the calm weather had held, I would have brought away the whole ship, piece by piece.

Preparing the twelfth time to go on board, I found the wind had begun to rise. However, at low water I went on board. Although I thought I had searched the

cabin so well that nothing more could be found, yet I discovered a box in which I found three razors, one pair of large scissors, and some ten or a dozen good knives and forks. In another box I found about thirty-six pounds of value in money.

I smiled to myself at the sight of this money. "O Drug!" said I aloud. "What art thou good for? Thou art not worth to me the trouble of taking off the ship. One of these knives is worth to me all this heap. I have no use for thee. Remain where thou art, and go to the bottom as a creature whose life is not worth saving."

— Adapted from *Robinson Crusoe*, by DANIEL DEFOE

Practice 1 — Discussing What Robinson Crusoe Brought Ashore

Why was it important for Robinson Crusoe to get as many things as he could from the wrecked ship? What do you think were the most useful things he was able to bring to shore on his raft? Why was the money of no use to him?

When you read the story of Robinson Crusoe, you realize how many things he had to do for himself that different persons in your community do for you. They have built your home. They provide food and clothing for you. They care for you and protect you in many ways.

WORKERS WHO BUILD OUR HOUSES

When the first settlers came into our country, their life was much more like that of Robinson Crusoe than ours is today. They had to build their own log cabins with the help of the neighbors.

They raised almost all their food. They had no one to protect them and to care for them when they were ill.

Today the workers are important because without them it would be almost impossible for us to live. What do you think your family would do if they had to build their own house and all the furniture in it, and had to raise and prepare all the food? What a strange world it would seem if no roads had been made for us to travel on, no homes to live in, no stores to shop in, and no persons to protect us and do the many things that are done for us each day!

Practice 2 — Making a List of Workers

Can you think of all the workers who have helped to build your home and the furnishings that are in it? You will think of the carpenter who did the woodwork, and the mason who laid the bricks. There are many others. Make a list of them, and ask suggestions from persons you think will know.

When you have your list as complete as you can make it, look it over and choose one of the workers whose work you think most important or most interesting to write about.

Here is the story of the worker chosen by one fourth-grade pupil.

THE PLASTERER

The walls and ceilings of each room in our house are covered with plaster. The man who covered them is a

plasterer. I watched the men plastering in our house when it was being built. They wear white suits, and in one hand they hold a tray that has the plaster on it. In the other hand they hold a tool with which they spread the plaster on the wall. It is fun to watch them.

Practice 3 — Writing a Paragraph about a Worker

Choose a worker who has helped to build your home or to make something in it. Write a paragraph telling what he does, and how interesting or important his work is.

Section III of the Handbook will help you in writing your paragraph.

WORKERS WHO SUPPLY OUR FOOD

If there were no workers to help get food for us, how difficult it would be for us to live! Of course, the boys and girls living on the farms would get along much better, for their fathers are in the business of raising food for other persons. But those who live in the cities would suffer without these important helpers. They would miss, not only the workers who raise food from the land, but also those who bring it to the cities and sell it there.

Practice 4 — Making an Oral Report

When you think of the workers who help to bring food to your breakfast table, you remember, of course, the farmer who raises the wheat for your toast, and the dairyman who gets you the

milk for your cereal. Do you think of the truckman or the railroad man who brings the wheat from the farm? Do you think of the grocer who delivers your bread each day?

Select one of the foods you have at meal time. Make an oral report telling about the workers who help produce and bring it to you.

Practice 5 — Making a Poster Exhibit

Collect, from newspapers and magazines, pictures of workers that help provide you with food. Mount them and write sentences under each picture telling who the worker is and what food he helps to provide for you.

WORKERS WHO SERVE US DAILY

There are many workers who do not build or make anything, nor do they help provide food for us. But they are important because they make life much better for us. Can you think who some of these workers might be?

GUESS WHO

This helper walks up our street every day, no matter how bad the weather is. He carries a leather sack under his arm. When he leaves something at our house, he blows a whistle or rings the doorbell. Then we run out to see what he has brought us.

Practice 6 — Speaking before the Class

Think of a helper that you can describe to the class without telling his name. Can you tell the

things about him that will help the class guess who he is? Speak so that every listener can hear you and understand you. That will give each one an equal chance to guess who the helper is.

Section IV of the Handbook will help you if you find that you have some poor word habits.

WORKERS WE DON'T SEE AT WORK

There are many persons working to help furnish us with the things we use and need each day, whom we do not see while they are busy. Their work is in shops or factories where we cannot go. Can you think of something in your house that is made in a factory? It is more difficult to find something that is not made in a shop or factory, isn't it? Even some of our food goes through a factory before it comes to us. Of course, most of our clothing comes from factories.

The children of one fourth grade were interested to know what the helpers did who worked in a factory not far from their school. They visited the factory and wrote a class story about what they saw.

*Practice 7 — Reporting on a Trip**

Visit a shop or factory where workers are busy making something for you to use in your homes. When you return, let each pupil write about what he observed on the trip. You will find that the reports will differ considerably. They can then be bound together in a booklet and called "The Story of Our Trip to the Factory."

Government Workers

Perhaps you do not know that government workers inspect hotels, dairies, meat packing plants, and other places where food is prepared. They see to it that everything is clean and sanitary. They are some of the helpers and protectors whom we do not see.

Others are the doctors and nurses who do public health work. Are you interested in these helpers? Your class may ask the doctor who is your city health officer to talk to you about his work.

Park Street School
Milwaukee, Wisconsin
April 12, 1935

Dear Dr. Wilson,

The children in our room have talked about how you and your helpers protect our health. We should like to have you talk to us about how we can make your work easier. We want to thank you for what you do for us, too.

Sincerely yours,
Pupils of the Fourth Grade

Practice 8 — Writing a Letter

When you have discussed the workers you do not see, but who work for everyone because the city or the state employs them, write a letter to one of them telling him that you understand and appreciate what he does for you.

DO WE DO OUR PART AS HOME WORKERS?

Every boy and girl has a chance to help in the work that must be done at home. It would not seem right to have many workers helping us, and for us not to help in return. Here is the story Susan told about how she helps at home.

One day I heard Mother say that there was one job in the house that she did not like to do. That was dusting the chairs and tables after sweeping. I said I would do it for her. At first it did seem hard work, but one day Father came home and found me just finishing the dusting in the living room. He smiled at me and said, "Well, here's a worker and not a shirker." After that the dusting didn't seem so hard to do.

— Susan J.

Practice 9 — Writing a Paragraph

Write a paragraph telling of some way in which you help in the work at home. Section III of the Handbook will be of help to you.

Fourteen-year-old Marcia put her story of helping at home into a poem that you will enjoy.

MOTHER'S FAIRY

A smiling little fairy
  Is around the house each day;
She runs on errands long and short,
  Without a bit o' pay.
She minds the baby like a nurse,
  And never's in the way.

This fairy hasn't any wings,
  She walks upon two feet;
She does not feed on cake or wine,
  But bread and milk doth eat.
She's only Mama's little one,
  This fairy kind and sweet.

— Marcia Hoyt

UNIT VIII

YOUR CLASS MAGAZINE: SPRING ISSUES

You have made four issues of your class magazine. Each number has probably been better than the one before. At the beginning of your new semester, look over the fall copies of your magazine and decide how to make your next issues better. Use the Handbook often for help in writing.

Practice 1 — Discussing Improvements

Before your discussion everyone in the class should take time to look through your fall magazines. Each of you should decide on at least one way to improve the magazine. Talk these ideas over together. Did several of you decide on the same point? Were any of these points in your list?

Neater writing
Even margins
More pictures
Better sentences
Better paragraphs
Capital letters
More interesting words

Which sections of the Handbook do you need to study?

THE JANUARY MAGAZINE

New Year's Resolutions

When the new year begins, many persons plan to make rules, or *resolutions*, for themselves. They make up their minds to be more careful of their

health or safety or perhaps more orderly than they have been in the past year. Sometimes they plan to save more money or to read more books.

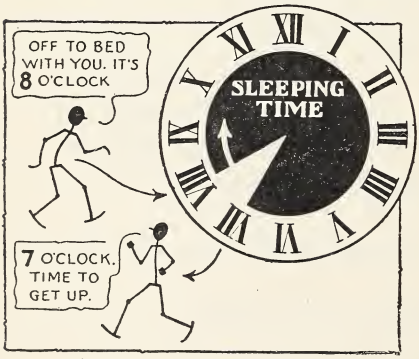
This is a good time for you to think about the health of your class and to make some resolutions about being more careful than you were last year. Doctors tell us that much of our sickness is unnecessary. Make a list of health rules to put into your magazine, so that everyone in the class will be reminded of them.

Do you like these health rules?

> Keep out of crowds if you have a cold.
> Go to bed at a regular time every night.

Practice 2 — Making Health Rules

Think about the times when you have had colds. Could you have avoided the cold by being more careful? Did you go out in the rain without proper clothing? Did you play with someone who was sneezing and coughing? Did you get overtired?



Sleep about Eleven Hours Every Night.

Have you ever been sick from eating too much candy or other tempting foods? What rules can you make about healthful eating?

Does sleep have anything to do with your health? Why should you open your window at night?

Make your rules short and clear. Use pictures or charts to go with your rules, if you wish. They will amuse the other children and make them remember your rules.

What's Going On Around You?

To be up-to-date, good magazines must have something in them about what is going on. Sometimes it is news of famous people. Sometimes it is a story about an interesting happening.

Your magazine can give some school or city news or even a paragraph about something that all of the country is interested in. Suggest something that has happened in your town lately that might make a good news paragraph.

This is a news story about something that happened in a large city zoo.

A BEAR BATTLE

When the large new bear cages were finished, brown bears and polar bears were put into the same cage. The keepers felt sure they would get along together. The polar bears did not like their dark friends so close. One day the keeper found a polar bear holding a brown bear under water in the pool, so that he could not breathe. Every time the brown head came up, the big white paw slapped it back under water before it could catch a breath. The brown bears were glad when the keeper put them back in the old cage and left the big new one to the selfish polar bears.

Practice 3 — Writing a News Story

Write a paragraph about something interesting that has happened. Make it read like a story. Choose something that all children will want to read. Before you write, make a class list on the blackboard of all the things that you might write about. These news stories will add to your January magazine.

THE FEBRUARY MAGAZINE

Stories of Famous Men

Several of our country's great men were born in February. This would be a good month for a patriotic issue of the magazine. These famous men were born in February:

Daniel Boone — February 11, 1735
Thomas Alva Edison — February 11, 1847
Abraham Lincoln — February 12, 1809
Cyrus Hall McCormick — February 15, 1809
George Washington — February 22, 1732

Are the names familiar to you? Do you know why they were great men or what they did for their country?

Paragraph Pictures

Some of the stories about our country's great men would make good paragraphs for your magazine. Which of the men just named does this paragraph picture?

Because he was so fearless ..... was admired by even his Indian enemies. Black Fish, an Indian chief who captured ..... at one time, made him a member of his own tribe. As a sign that they were washing away his white blood, the Indians took him to the river to be scrubbed. They cut off all his hair but a scalp lock, painted his face, and celebrated the occasion with feasting and smoking.

What words in the paragraph do you like especially?

Practice 4 — Making Paragraph Pictures

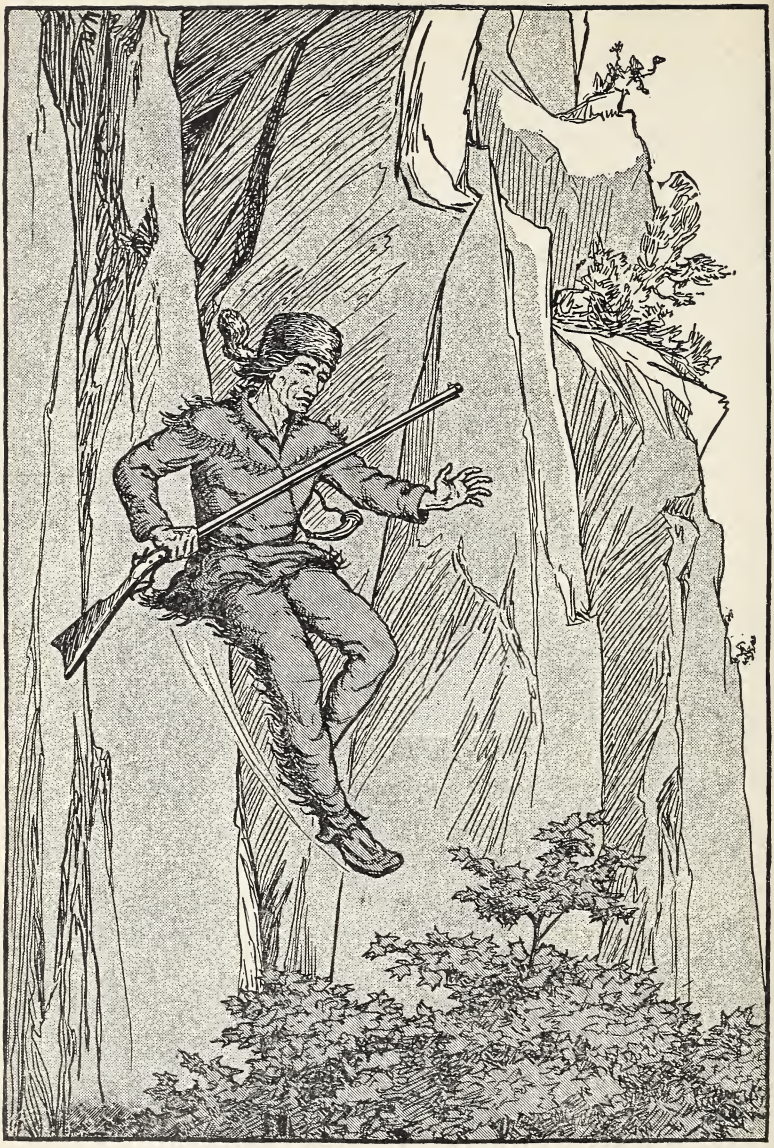
Try writing a paragraph picture of one of our great men. You may want to do some reading first. Besides those whose birthdays are in February, you might write about one of these men:

Benjamin Franklin	Thomas Jefferson
Robert E. Lee	Robert Fulton
George Rogers Clark	Alexander Graham Bell

Section III of the Handbook will help you with your paragraphs.

You will need to use many new words. In which of these men's stories could you use these words?

pioneer	fearless	witty
soldier	patient	powerful
explorer	courageous	sympathetic
inventor	clever	just
patriot	kindly	heroic



DANIEL BOONE

Suddenly surrounded by Indians, Boone had to jump from this cliff or be captured. He landed in the top of a small tree, slid down the trunk, swam the river, and escaped.

Travel Letters

It is always easy to write letters when you are traveling, because there are so many interesting things to tell about. If you cannot really travel, you can always take an imaginary trip.

Pick out some place to which you would like to travel. Find out some things about that city or that country from pictures and books. You will then be ready to write a travel letter to the class as if you were really there. Your travel letters will be an unusual section for your February magazine.

Volendam, Holland
February 24, 1935

Dear Boys and Girls,

This little village has always been kept just like the Holland of many years ago. In the rest of the country the clothes are so much like ours that I sometimes forget that I crossed the ocean. Here the houses are narrow with steep roofs of red tile. They are neat and shining inside and out. Many of them have tulip beds around them. The children wear wooden shoes. I borrowed some and tried to wear them, but it was worse than the time I tried to walk on stilts. It is all so clean and pretty that we hate to leave here. We are going to Belgium tomorrow.

Sincerely yours,
Hilda Rowen

Practice 5 — Writing Travel Letters

After deciding on the place of your imaginary visit, choose one or two things to tell about. Make your travel letter short, but interesting. For the

form of your letters, study the examples in Section I of the Handbook. Write about these things if you wish:

Learning to Ride a Camel in Arabia
Seeing the Pyramids in Egypt
Climbing the Alps in Switzerland
Watching the Rug Weaving in Arabia
Visiting the Tallest Building in New York
Skating on the Canals in Holland
Taking Pictures along the Rhine River
Seeing the Midnight Sun in Norway

THE MARCH MAGAZINE

The World about You

Spring begins during this month. You are glad to be outdoors, except on the windy, rainy days. You notice that everything is coming to life. Spend some time watching the birds or the squirrels. You may see some interesting things to write in a short paragraph for your magazine. You can have a *Nature Section* in which you report on things you have seen outdoors.

OUR BLUEJAY BOARDER

Last year a bluejay with a little silvery band around his leg was hopping around in our yard. We caught him in a cage by putting suet inside. Father wrote down the numbers on the band. Then we let him fly away.

This spring again we saw out in the grass a bluejay with a band on his leg. We wondered where this bird had come from. When we set the cage and caught him,

we found that the numbers on his band were like the others. Father says that means that it is the very same bluejay that boarded with us last year, because no two bird bands are numbered alike.

*Practice 6 — Writing a Nature Paragraph**

Write a paragraph about something that you have noticed in the world about you. You may tell about some of these things:

The First Wild Flowers of the Spring
The Frost and the Baby Leaves
The Squirrel's Spring Work
A Fight over a Bird House
Busy Nest Builders
Signs of Spring

Read over your sentences carefully. Do you need to study Section II of the Handbook for help with sentences?

Good Citizenship

Last month you studied and wrote about some of our great men. They were all good citizens because they thought of other people about them.

We all have many chances to show our good judgment and good citizenship. A good citizen often has to decide for himself just what to do. The unfinished stories in Practice 7 will give you a chance to think about what a good citizen ought to do. If you write out endings for the stories, you can use them in your magazine in a section that you may call *Little Pictures of Good Citizens.*

Practice 7 — Finishing Stories

Decide what a good citizen would do in these situations. Each of you may choose one of the stories to finish for your magazine.

1. As Herbert crossed the playground to the schoolhouse, he saw a bright, shining quarter on the ground. He picked it up and asked his sister, Edith, what she thought he ought to do with the money. (What did Herbert do?)

2. Ellen found a book with a Public Library mark in it on a bench in the park. She and her playmate, Jane, opened it and read a story that they liked very much. Jane thought it would be all right to keep the book. (What did Ellen do?)

3. Little sister Patty was lost. Phil had taken her down town to Robbins' Store, so that she might pick out her own birthday gift. While he was watching an airplane in the toy department, Patty wandered away. Phil could not find her. He thought he ought to telephone to his mother right away. (What did he say to her? What did she tell him to do?)

4. Hugh had been playing in the basement playroom of his school. He did not notice how late it was until he suddenly found that everyone else had left the building. Even the janitor was gone. The doors of the schoolhouse had been locked for the night. (What did he do?)

5. Peter and Ann had been sent home on the streetcar by their father. They had been told exactly what corner was nearest to their home. They were talking and forgot to ring the bell at the right time. The car had gone about twelve blocks beyond their corner when they thought about getting off. (What did they do?)

THE APRIL MAGAZINE

Telling Funny Stories

April first is April Fool's Day. Sometimes children play jokes on each other on that day. It is great fun, as long as no one is hurt by the jokes. Everyone enjoys the boy or girl who can laugh at a joke on himself or herself.

Your April magazine can have a joke section. Here is your chance to tell about real jokes, true stories of funny things that happen at school or on the playground.

In telling jokes, save the funny part until the very end. Then tell it in as few words as possible. The surprise makes the story seem funnier to the reader.

Mother heard Tommy in the pantry, so she called to him, "Oh, Tommy, what are you doing in the pantry?"

Tommy called back, "Oh, just putting a few things away."

Practice 8 — Writing Jokes

Write a paragraph about some funny happening at home or at school. You may write riddles for this section, too.

Humane Week

One week in the year we remind ourselves and others of the care that we need to give to animals. This week comes in May. It is called "Humane

Week." We have a saying, or a *slogan*, for the week, "Be kind to animals."

Those of you who have pets know that animals need care, not just during Humane Week, but all the time. The special week helps to make everyone feel responsible for protecting animals from harm.

Stories of your own pets will make an interesting section for this issue of your magazine. You can also make a list of good animal stories in your readers or library books. You can write some paragraphs on the work of the Humane Society in your town. You can make some pictures to illustrate any of this writing.

Here is a pet story that may suggest one that you will want to write:

HOW THE RADIO SPOILED OUR WATCHDOG

Our dog used to be very helpful as a guard of our home. Whenever a stranger walked into the farmyard or whenever he heard a strange voice, he barked as a warning to us. After we got our radio, we had trouble with Rex. He would run up on the porch and bark every time he heard a strange voice coming from the radio. Father got so impatient that he scolded Rex. Now we can't depend on him to warn us any more when there are strangers around. He has decided to be friendly to them, and we can't blame him.

Practice 9 — Writing about Pets

Write a short story of some unusual thing that your dog or cat or canary does. Tell just one interesting happening. You might tell:

How your dog acts in heavy traffic
About the time your dog followed you to school
When your bird sings
About the time your cat was lost

THE MAY MAGAZINE

Your last issue is a very important one. It should be the best magazine of the year. If anyone has written stories or poems, this will be a good time to put them into the magazine.

Some book reviews can be written for this issue. You will all have much time to read during vacation and you will enjoy reading books that other children have liked.

Vacation Fun

Many boys and girls get tired of the long vacation. They would like to have something planned to do regularly during the summer. Can you suggest some pleasant things to do during vacation? Think of the things you enjoyed last summer and write a paragraph about one of them.

Practice 10 — Writing a Paragraph

Write a paragraph about your favorite vacation fun. These topics may give you an idea:

Collecting
Putting on a Circus
A Hiking Club
Gardening
A Neighborhood Club
The Family Goes Camping
Hunting with a Camera
A Dramatic Club
Exchanging Books We Like
Cooking Supper Outdoors

Trips to Make

Many of you will go on motor trips this summer. Some of you will drive many miles and see new places. If you have had a trip to some interesting place, you can write a paragraph that will make the class see the place just as you saw it. Perhaps someone else will go this summer to see the place you describe.



Yosemite Falls

Has anyone in your class seen these places or things?

The Planetarium, Chicago
The Shedd Aquarium, Chicago
The Washington Monument
Your own state capitol
Paul Revere's home, Boston
The Holland Tunnel, New York City
Loading a steamer, New Orleans
The Hot Springs, Yellowstone Park
The Yosemite Falls, Yosemite Park
Mammoth Cave, Kentucky
National Bridge, Virginia
The Desert in the Southwest

ARTIFICIAL STARS

We sat in the dimly lighted lecture room of the Planetarium. Suddenly from the big instrument in the center of the room came a sound, and overhead we saw reflected on the curved ceiling the stars and the moon. It was so surprising and so beautiful that everyone in the room seemed to catch his breath at the same time. With a movement of his finger, the lecturer started those stars moving across the ceiling as the real stars move through the hours and the years. That first gasp of wonder died away into silence as we watched and felt ourselves very small parts of a great big world.

Practice 11 — Writing a Word Picture

Write a paragraph about some place that you have visited. Make your word picture so clear that someone else would know the place if he were to see the spot that you have pictured.

You may need to use some of these words:

unusual	columns	marble
immense	dome	granite
beautiful	remarkable	startling

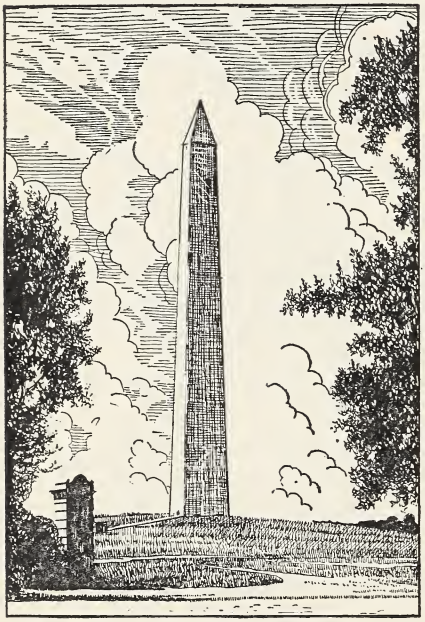
This is the last issue of your magazine. You will want to be very particular about capital letters and punctuation marks. Sections V and VI of the Handbook will be helpful to you.

UNIT IX

SPECIAL DAYS: SPRING SEMESTER

A NATION'S HERO

It often happens that the fate of the people of a nation depends upon the one man who is their leader. The great man who was the first leader of the American people was George Washington. To him we owe a great deal in the beginning of our nation. On the twenty-second day of February, his birthday, we honor him.



THE WASHINGTON MONUMENT

Practice 1 — Discussing a Program

What would be a good program for the school to give in honor of George Washington? Would stories about his boyhood be interesting? Would the reading of poetry in praise of Washington be good? How would you enjoy a little play, showing some im-

portant time in Washington's life? Plan your program carefully, so that you will honor America's first great national hero in the best way.

Letters of Boys of Long Ago

When George Washington was about nine years old he was attending a small school taught by the sexton of the parish church. Among his playmates was a lad named Richard Henry Lee, who wrote this letter to him.

Richard Henry Lee to George Washington:

Pa brought me two pretty books full of pictures he got them in Alexandria they have pictures of dogs and cats and tigers and elefants and ever so many pretty things cousin bids me send you one of them it has a picture of an elefent and a little Indian boy on his back like uncle jo's sam pa says if I learn my tasks good he will let uncle jo bring me to see you will you ask your ma to let you come to see me.

RICHARD HENRY LEE

George Washington replied to his friend Richard as follows:

George Washington to Richard Henry Lee:

Dear Dickey, I thank you very much for the pretty picture-book you gave me. Sam asked me to show him the pictures and I showed him all the pictures in it; and I read to him how the tame elephant took care of the master's little boy, and put him on his back and would not let anybody touch his master's little son. I can read three or four pages sometimes without

missing a word. Ma says I may go to see you, and stay all day with you next week if it be not rainy. She says I may ride my pony Hero if Uncle Ben will go with me and lead Hero. I have a little piece of poetry about the picture book you gave me, but I mustn't tell you who wrote the poetry.

G. W.'s compliments to R. H. L.,
And he likes his book full well,
Henceforth will count him his friend,
And hopes many happy days he may spend.

Your good friend,
George Washington

I am going to get a whip top soon, and you may see it and whip it.

It is said that Richard Henry Lee's letter was probably sent just as it was written, but that George Washington's letter looks as if it had been corrected by a careful mother or teacher, and copied before it was sent.[1]

These letters show that boys in George Washington's time were very much like the boys of today. Do you think that you could write as good a letter as young George did? Can you correct the letter written by Richard Henry Lee? The Handbook sections on "Capital Letters," on "Punctuation," and on "Sentences" will help you.

Practice 2 — Reporting on What You Have Read

Read a story about George Washington. You will find stories in the following books:

[1] Scudder's *George Washington.*

1. *Four Great Americans,* by James Baldwin
2. *Boys and Girls in American History,* by A. F. Blaisdell
3. *American Leaders and Heroes,* by W. F. Gordy
4. *American Hero Stories,* by E. M. Tappan

You may also find stories in many school readers and in other books in your library. Select the one most interesting thing that you have read about Washington, and tell it to the class.

A Poem to Read

HONORING WASHINGTON

We all will honor Washington;
His fame will ever lead us on
To better lives and nobler deeds,
To help our land in all her needs,
To keep us ever kind and true
To friends, and home, and country, too,
In virtue strong, in honor bright,
The foe of wrong, the friend of right.

— Kate Bowles Sherwood

Practice 3 — Memorizing a Poem

Select a poem which you believe tells in the best way of the greatness of Washington. If you care to, you may use the one by Kate Sherwood just given. Remember that in memorizing a poem you think of the ideas it gives you, and not just the words. If you do this, you will remember the poem a long time.

HUMANE WEEK

Long, long ago all animals were wild. Men hunted and killed the animals for fur and food. After a while, men learned that animals could be more useful if they could be tamed and kept near by to give wool and milk and meat when they were needed. So men learned to tame the wild animals to work for them. Cattle and sheep were kept in flocks near the tents of early desert people. Wild horses were tamed for riding. Through the ages men have made animals their friends and helpers. These animals are friends of man and need care and training. If you have lived or visited on a farm, you know how much care the farmer gives his cattle, horses, and sheep.

Practice 4 — Discussing the Care and Training of Animals

Talk over with the class some examples of the care and training given to animals. You can each remember at least one experience to tell. These topics may remind you of some experience:

Training a Baby Calf to Drink
Teaching a Dog to Sit Up and Beg
Giving a Dog a Bath
Training a Cat to Sleep in His Basket
Taking Care of an Injury to a Pet
Teaching a Dog to Bring in the Cows
Teaching a Dog Safety First
Feeding a Squirrel

A Story Hour

There are many good stories about the heroism and faithfulness of animals. Your reading books may have some stories of that kind.

Practice 5 — Making a List of Stories to Read

Look through the contents pages of your readers for good animal stories. Make a list of them on the blackboard. After each title write the name of the pupil who will promise to read that story and tell it for your story hour.

Write the title in this way:

"A Dog of Flanders," in *Elson-Gray Basic Reader, IV*, pages 204–213

"A Dog that Flew over the North Pole," in *Child-Story Reader, IV*, pages 52–57

Practice 6 — Telling Stories

Pick out the most exciting part of the story that you have read and practice telling it in a story hour. Leave out all unimportant happenings. Tell the story in order. Use words that are interesting. Will you need any of these?

frisky	galloped	grateful
wagged	shaggy	snuggled
trotted	protected	purred
loyal	faithful	proudly
leaped	whined	tossed

Getting Information

The National Humane Review is a magazine that tells about animals and the care that they need. Perhaps it is in your library where you can learn about it.

Each year in April the American Humane Society sends out pamphlets and bulletins for a "Be Kind to Animals Week." You can get some of these without charge by writing to the society.

*Practice 7 — Writing a Letter**

Write a letter to the American Humane Society, Albany, New York, to ask for pamphlets on the care of pets. This is a business letter. Section I in the Handbook will give you an example of such a letter.

A Program

A pet show makes an interesting program for "Be Kind to Animals Week." If you cannot have a real pet show, you can bring kodak pictures or make crayon drawings of your pets for an exhibit.

Practice 8 — Giving a Talk

Every pupil who has a pet can prepare a talk for the exhibit. Some of these topics will be interesting:

How I Keep My Dog's Coat Glossy
What Kind of Pets to Keep in the City
The Best Pet for a Farm Boy to Have
Feeding My Rabbits

Obeying Rules at the Zoo
Taking Care of an Aquarium

MAY DAY

Do you know which is the first flower to bloom when the springtime comes? In the woods or the park, sometimes even before the last snow is melted away, you may find the delicate little white or pinkish flower called the spring beauty, or Claytonia.

But if you cannot find the little spring beauty, what is the first flower that you see blooming in your region? You may possibly find the arbutus, or the hepatica, or any one of several other early spring flowers. Perhaps it is the cultivated crocus or the snowdrop that you will see first. In some places where the sun is warmest the dandelion blooms first. Who will be the first to see a flower blooming outdoors in the spring?

Practice 9 — Reporting on Observation

Tell the class where you have seen the first flowers blooming. Why do you think they appear first in that place? Describe them and see if your classmates can guess the name of the flower.

Spring Poetry

MAY

Merry, rollicking, frolicking May
Into the woods came skipping one day;
She teased the brook till he laughed outright,

And gurgled and scolded with all his might;
She chirped to the birds and bade them sing
A chorus of welcome to Lady Spring;
And the bees and butterflies she set
To waking the flowers that were sleeping yet.
She shook the trees till the buds looked out
To see what the trouble was all about,
And nothing in Nature escaped that day
The touch of the life-giving, bright young May.

— George MacDonald

The return of the flowers makes us glad. Their gay blossoms make the world brighter. If you have a favorite flower, it may be that you can write a poem to celebrate its return in the springtime.

Here are poems written by two fourth-grade children.

Dainty little violet
Tucked beneath the leaves,
You are shy, but you are pretty,
As you look up toward the trees.

— Ellen M.

As I looked outside my window
How surprised was I.
The garden tree was changed to white,
Covered with blossoms over night,
Beneath the bright blue sky.

— George K.

*Practice 10 — Writing a Poem**

Write a poem about your favorite flower or the first spring flower you have seen. Can you make us feel the same way you do about the flower?

A Flower Festival

When you have written your flower poems, plan a celebration of all the spring flowers. You may give a Flower Festival and welcome the flowers of the springtime.

Practice 11 — Dramatizing

With your teacher writing on the blackboard for the class, make up a play that will represent the coming of the month of May and the spring flowers. The central character will be the "Queen of the May." She will tell about the joy that comes with



the end of the cold weather and the coming of the summer. Other characters will be the flowers that make May beautiful; fairies representing warm, gentle breezes that turn leaves and grass green; and possibly an elf or two, who will represent cold days, whom the fairies chase away. When you have written your spring play you can invite your mothers to see you present it. Section I of the Handbook will help you in writing your invitation.

UNIT X

IN ESKIMO LAND

Far away up in the Northland the Eskimos live. You would think it a strange and dreary place. The sun is never high in the sky as it is here. In fact, for several months the sun does not shine at all. That is the Eskimos' wintertime. Finally, when the sun first appears, it does not rise in the east but in the south. Even then just a thin edge of it is seen during the whole day. Later in the spring it comes up in the southeast, never rises much above the sky line, and during the day gradually moves around to the southwest. Then for a few weeks in early summer it does not set at all, but stays up, a little way above the sky line, the whole twenty-four hours of the day.

Practice 1 — Talking Over Eskimo Land

Do you believe that you would like to live in a country where one night is several months long? Why do you think it is better to live where there are days and nights as we have them? Is it better for work? For school? For play? For health?

READING ABOUT THE ESKIMOS

When you make a snow fort, you first roll up great balls of snow to use in building it. If you

were to help Mother make a cake, you would first make sure that the flour, eggs, milk, sugar, and other necessary supplies were on hand. So it is with making a study of the Eskimos. What are the things you will need to make such a study? You will get these supplies together, or at least a list of them, and put them where you can use them easily in making your study. There will be books, some of them all about the Eskimos, and others with just a few pages about them. Where will you find these books? You may find some at home, at school, or in the library. You may bring a book to the class, or you may bring the name of the book and have it listed on the blackboard. Then you may look through magazines for articles about the Eskimos and pictures of them. Your teacher may be able to get lantern slides and even films that picture the Northland. It is great fun to see how much reading and picture material the members of your class can find on the subject you are studying.

Practice 2 — Making a Bibliography

A list of books on one subject is called a *bibliography*. Make such a list on the subject of Eskimos. Some of the books named in this unit may be included in your bibliography. List the magazines in which you have found articles on your subject and give the page numbers on which the articles appear.

Practice 3 — Using Your Dictionary

When you learn about a strange country that is so different from yours, you will naturally meet many new words. You will understand your reading better if you find out the meaning of these new words. Here are words that you are likely to meet in stories about the Eskimos.

Amundsen	glacier	polar regions
Arctic	horizon	provisions
axis	huskies	reindeer
blubber	iceberg	seal
Byrd	ice floes	sledge
caribou	igloo	trail
crevices	kayak	walrus
degrees	Lapps	whale
equator	northern lights	zenith
expedition	parka	zero
Finland	Peary	
frigid	polar bear	

1. How many of these words do you know now?

2. With the help of your dictionary, find the meaning of the words in the list that you cannot understand. The words with capital letters are the names of men or countries. In some dictionaries you will find these names in a special section. This is sometimes called the *Proper Name* section. Where do you find them in your dictionary?

3. When you finish with this unit look over the

list again and find out whether you then understand all these words because of your use of the dictionary, your reading, and your discussion.



An Eskimo Igloo

THE ESKIMO HOME

There are few trees growing in the far, far North, and wood is very scarce and precious. To build a house of wood would be very extravagant. The Eskimos must use the materials that they find near by. What do you think these can be in such a desolate country?

Of course, there is plenty of ice and snow, and these are the materials used in building some Eskimo homes, especially when the Eskimos are off on hunting trips. Wild animals are plentiful, too, and this is why animal hides are often used, especially in homes made for the summer months. In Alaska near the coast are seen Eskimo houses that are built of ribs of whales, pieces of driftwood, stones, and turf.

Practice 4 — Making an Oral Report

Make a report from reading in geographies, readers, and other books and magazines, on how the Eskimo home is made. There are different types of *igloos*, as they are called. Therefore different reports will be made by different pupils. Pictures and lantern slides will help you to make your report a good one. A little model of an igloo made of white clay to represent the ice, would be an even better way to illustrate your report. Plan your talk so that you will keep your listeners interested during every minute that you are telling about the Eskimo home.

Life in the Eskimo Home

There are so many things in the life of the Eskimo children that are different from yours, that you will like to read about them.

Millicent Blake, an Eskimo girl from the far North, now lives for part of the year in our country and goes to one of our schools. She wrote the following interesting story of home life in Eskimo land. In what ways is life there different from ours? In which country do you think Millicent would rather live? No, it is not in ours — but in the land of snow and ice. Can you understand why?

A DAY WITH THE ESKIMOS

It is early in the morning and the Mucko family have just crawled from their sealskin sleeping bags. It is cold getting on the bare ground; so Father Mucko builds a fire in the little fireplace in the middle of the room. Mother Mucko puts the pot over the fire and drops large pieces of seal meat into it. In another kettle she makes tea.

After breakfast Father Mucko and the two boys, Anglosak and Topic, put on their long skin-boots, their outdoor trousers and dickies of deer's fur. A dickie is a coat and hood combined. They lash on their snow-shoes, sling their harpoons over their backs, and start walking toward the open sea. They are off for a walrus hunt.

Mother Mucko is left at home alone. She sings as she sews on skin clothes that will be needed the rest of the winter. When she has finished the boots she is making, she harnesses up her eight dogs to a *komatik*

(sled) and goes to visit her nearest neighbor. On her way back home she kills some partridges. These she cooks for her husband and children to eat when they return. The dogs, too, must be fed. Taking her ax, Mother Mucko cuts some large pieces of frozen blubber and puts them into a tub near the fireplace to thaw.

While supper is cooking, she goes to meet the hunters. She hasn't gone far when she sees them coming. It has been a lucky day, for they are dragging a walrus by ropes tied to his tusks. They have been fishing through the ice, too, for one of the boys is dragging a bundle of frozen fish.

They are all very hungry and cold. They take off their snowshoes and throw them on the roof of the little log shack and then crawl inside. From the cold, hungry children there are cries of, "Anana, Anana, teamic" ("Mother, Mother, tea, please"). The busy mother pours each a hot mug of tea and puts the pot of meat on the floor, where they all help themselves.

After supper Father Mucko carries the tub of dogs' feed outdoors, while the children protect him from the hungry dogs with their skin whips. When the tub is set down, the dogs eat with much growling and fighting.

Father Mucko takes some *babische* (deer's hide) and begins to mend his snowshoes, while Mother Mucko sits in a corner sewing skins. The children also are busy making new dogs' harnesses from a new sealskin, and fastening fox tails on them to make them look fancy.

When the walrus-oil lamp begins to burn low, the family take off their dickies and crawl back into their sleeping bags. Everything is still now, except for an occasional howl from a wolf, which may be in their trap in the morning.

More Books to Read

The books named here will tell you more about the homes of Eskimo children. See if any of these books are in your schoolroom or library:

Our Neighbors Near and Far, Book One, by Carpenter.
(Look on the Contents page for the section "With Nagook and Tukee in Their Cold Land." On what page does it begin?)

Home Life in Far-away Lands, by Atwood and Thomas.
(See Contents page for the page on which you can find the section "Eskimos of the Far North.")

Journeys in Distant Lands, by Barrows and Parker.
(See Contents page for the section "Farthest North and Farthest South.")

The World and Its People, by Dodge and Lackey.
(See Contents page for the section "Our Trip to the Far North.")

Trailing Our Animal Friends, by Nida and Nida.
(Look on the Contents page for the sections on "The Eskimo's Winter Camp," "The Eskimo Dog," and "How the Eskimo Hunts Seal.")

World Folks, by Smith.
(See Contents page for the section "The Far North and the Far South.")

Across Seven Seas to Seven Continents, by Aitchison and Uttley.
(See Contents page for "The Coppermine Eskimos" and "Life in Polar Regions.")

Home Life around the World, by Mirick.
(Look on the Contents page for the sections on "A Home on the Ice" and "At the North Pole.")

Little People of the Snow, by Waller.

How Other Children Live, by Perdue.

Practice 5 — Writing a Description

Write a paragraph telling about the Eskimos' houses. The sentences in your paragraph might answer some of these questions:

Of what is the house made? How is the door arranged?
Does it have windows? What furniture is there?
How is the house warmed?

Section II of the Handbook will help you in writing your sentences.

Practice 6 — Telling a Story

Imagine that you are an Eskimo child. Tell a story about something that happened to you. These subjects may give you ideas:

Making Our Winter Clothes
Chasing the Reindeer
Hunting the Seal
Lost in a Storm
A Trip by Dog Sled
Fishing through the Ice

FOOD IN THE ARCTIC

We depend for our food largely on plants that grow in the soil. The Eskimos have little good soil in their country, and the weather is too cold to allow plants to grow on the little soil that they have. So they cannot depend on plants for their food.

Instead, they fish in the cold waters and hunt the seal, the walrus, and the polar bear. These animals of the Arctic have thick layers of fat that protect them from the cold. When the Eskimo

hunters kill an animal, they carefully cut off the fat and put it outside to freeze. They call these frozen strips of fat *blubber*. Blubber is used as food and also as fuel to heat the Eskimo houses.

One fourth-grade girl, in her reading about the Eskimos, found a story about a little boy eating a candle, and she made the following report:

ESKIMO CANDY

Nanook is an Eskimo boy. He likes fat, oily foods as well as you like candy. That is because his body needs a lot of fat and oil to produce energy and heat in his cold country. Once an explorer visited the igloo of Nanook's people. He made Nanook a present of a tallow candle. To his surprise, Nanook ate the candle instead of using it to make a light.

— Ruth M.

Practice 7 — Making an Oral Report

Make a report on some interesting fact about the Eskimo. You may not be able to find a funny story, as Ruth did, but there are many interesting and sometimes exciting stories about the following:

The Eskimo's Weapons
Fishing from a Kayak
Hunting the Polar Bear
Seal Hunting
Feeding the Dogs
Walrus Hunting

TRADING IN ESKIMO LAND

Would it not seem strange to live in a place where there were no stores in which to buy your food and clothes and other things you want? If you went to visit Nanook, the Eskimo boy, and

offered him a dollar or a gum drop, he would take the candy. There are no stores in many of the Eskimo villages, so that he would have no use for the dollar, even if he knew what it was.

The Eskimos trade the skins of wild animals for the supplies they want. When the first white traders went into the North, the Eskimos would give them many beautiful fur pelts for just one knife. Now they are learning more about the value of their furs and are not foolish enough to trade them for cheap things.

Practice 8 — Conversing about Trading

Do you believe it was right for the traders to take so much and give so little? How would you get things you want if there were no stores in which to buy them? Suppose there were no such thing as money. How would you get the things you need? How would you feel if someone gave you a pocket knife for furs worth hundreds of dollars? Have you ever made a foolish trade?

DRESSING IN FURS

Nanook, the Eskimo boy, does not mind the cold. His mother has made him some warm clothes. They keep him snug, indeed. Of course they are very different from the clothes you wear, for the Eskimos do not use cloth. They do not even have knitted stockings. But they are very comfortable, and they think that their clothes are better than ours.

Practice 9 — Writing a Paragraph

Write a paragraph telling how the Eskimos dress. What materials do they use? How many suits do they wear at a time? Do they have buttons? How are their clothes fastened on? Of what do they make their shoes? Do the girls dress differently from the boys?

Section III of the Handbook will help you in writing your paragraph.

*Practice 10 — Giving Oral Explanations**

The Eskimo children have games different from those that you play. Because of the cold and of the long, long night of winter, it is no wonder that they like to play games. If you have books that describe the Eskimo games, read carefully about one of the games. Then explain it to the class. Make your explanation so clear that your classmates will know how to play the game.

THE GREAT ARCTIC EXPLORERS

The first explorers to venture into the land of ice and snow were brave and daring. They took great risks, for they had to go on foot with dog sleds hundreds of miles across the cold, desolate country. They had to take their food with them, for they were not able to live on blubber and wild-animal meat as the Eskimos do. For many years these explorers tried to reach the North Pole, the point farthest north in the whole world. After

many failures they finally reached the "top of the world." An American, Robert Peary, was the leader of the first exploring expedition to reach the North Pole. Two other great Arctic explorers were Amundsen and Byrd. You will find stories of these men in geographies, reference books, and other books in your school and library.

Practice 11 — Reporting Orally on Reading

Make a brief report on one of the great Arctic explorers. Select the most important facts and the most interesting incidents in his journey to the North to tell to your classmates.

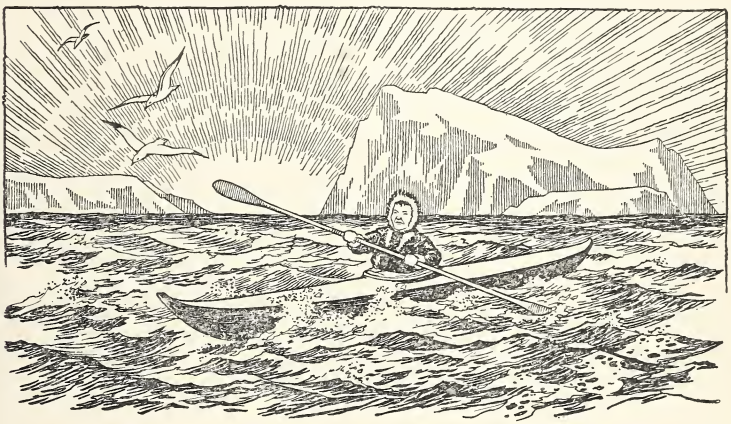


HARD GOING IN THE ARCTIC

TRAVEL IN ESKIMO LAND

When you go for an auto ride with your father, you think nothing of it if he takes you fifty miles and back in one afternoon. How different it is

traveling in the land of the snow! A hundred-mile trip there would take several days. In that country there are no autos. Even if there were, they would be of no use, for there are no roads. Unless he walks, the Eskimo's only means of traveling is by dog sled or in his small boat called a *kayak*.



"Over the Briny Wave I Go"

THE KAYAK

Over the briny wave I go,
In spite of the weather, in spite of the snow:
What cares the hardy Eskimo?
In my little skiff, with paddle and lance
I glide where the foaming billows dance.

Round me the sea birds slip and soar;
Like me, they love the ocean's roar.
Sometimes a floating iceberg gleams
Above me with its melting streams;
Sometimes a rushing wave will fall
Down on my skiff and cover it all.

But what care I for a wave's attack?
With my paddle I right my little kayak,
And then its weight I speedily trim,
And over the water away I skim.

— UNKNOWN

Practice 12 — Giving a Talk with Picture Illustrations

Read all that you can find of interest about the Eskimo dog sled — how it is built and how it looks — and about the dog team that hauls it across the snow. Prepare a talk on "How the Eskimo Travels." Write down a few notes on what you are going to say. These notes will help you to remember the order in which you want to give the several points about Eskimo travel.

AN ESKIMO PLAY

The children had been reading about the Eskimos. They had learned how these people of the far North fished and hunted for their food, how they lived in their igloos, and how they protected themselves from the bitter cold.

"Wouldn't it be great fun to give an Eskimo play?" suggested Dorothy, as they finished looking at some pictures of igloos and dog sleds.

"Who would make the costumes and the scenery?" asked George, who liked the idea, but thought it would be too difficult.

"Oh, we could pretend that white flannel is polar-bear fur, and that black cloth is seal. You

boys could certainly fix up a dog sled and an igloo," replied Dorothy. She already had the whole plan in her mind.

Their teacher thought that an Eskimo play could be given if the class really wanted it, and if each one would help.

What a time they had! First they talked over the general plan. What should the story or action be? How many scenes would they have, and what scenery would be needed? They agreed upon plans to meet these problems and divided the work among the members of the class. With the teacher writing on the blackboard, they wrote the lines for the play.

The story was to be a visit by three American explorers to an Eskimo home. There were to be two scenes, one outdoors and one inside the igloo. The scenes were to show just as many interesting things about Eskimo life as possible. Here is just the start of their play:

EXPLORERS IN ESKIMO LAND

Scene 1. Just outside an igloo. Dogs are harnessed to a sled, on which a man (the father) is working. The time is a winter day during the visit of the Byrd Expedition.

Characters:

Three Eskimo boys — Koohna, Almuch, Neewah
Three Eskimo girls — Shollging, Annevirk, Shugla
One Eskimo baby boy — Tookee
Father — Koogah

Mother — Toomash
Three Explorers — Rear Admiral Byrd, Mr. Haines, Mr. Harrington

---

KOOHNA: Father, what are you doing?
KOOGAH: I am cutting up the seal that we just caught. Isn't it a fine large one!

. . . . . .

Sections II and VI of the Handbook will help you in writing good sentences and punctuating them correctly.

Practice 13 — Dramatizing

When you have finished your study of Eskimo life, present a play showing what interesting things you have learned. The start of the play just given may give you suggestions about scenes and characters. But the best thing to do is to work out your own play after you have talked it all over in your class discussion. When you have completed your play, you can give it in your school auditorium, where other grades can see it. Or you can give it in your room and invite your mothers to come and see how much you have learned about Eskimo life.

UNIT XI

IN THE WORLD OF INSECTS

HARMFUL INSECTS

All about us, in the air and on the ground, live a multitude of small creatures. Some of them are very helpful to us; others are very harmful as well as very annoying. By spreading sickness, some insects are capable of doing us real injury. The two most common insects of this kind are the house fly and the mosquito. At one time, not so many years ago, these two insects were responsible for a great deal of sickness among us. But now we have learned how to protect ourselves from them, and they do not cause the harm that they once did.

Practice 1 — Conversing about Flies and Mosquitoes

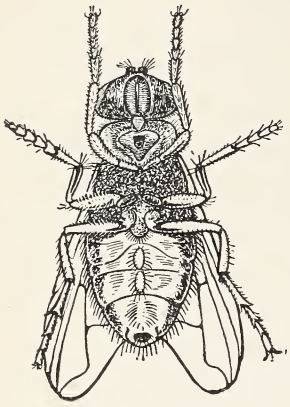
In what way can the house fly be harmful to us? How do we keep him out of our homes?

How is the mosquito different from the house fly? Mosquitoes hatch from eggs that are laid on the top of still water. How do you think we could reduce the number of mosquitoes?

WHAT INSECTS LOOK LIKE

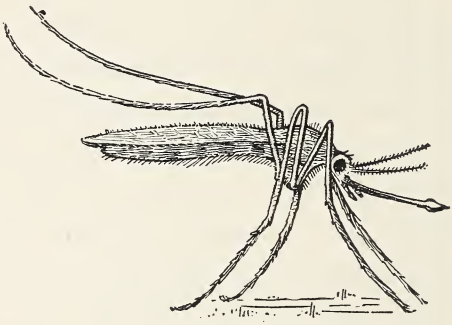
Insects are called by that name because their bodies are in several different parts or sections.

Examine a fly or some other insect and you will notice three parts to its body — a head, a middle part called the thorax, and a back part called the abdomen. Most insects have two pairs of wings and six legs, three on each side.



THE FLY

As Seen Walking Up the Outside of a Window Pane



THE MOSQUITO

With Two Hind Legs Raised in the Air

THE GRASSHOPPER

He's a topsy-turvy fellow
In his coat of green and yellow.
His six legs are near his ears;
With one jump a leaf he clears.

He breathes through holes upon his tummy.
In danger, spits brown juice that's gummy.
Beneath the grass in sunny meadows,
You can see his leaping shadows.

— ELEANOR DAWES WALTER

Practice 2 — Writing a Descriptive Paragraph

Catch a fly, a grasshopper, or a cricket, and place it in a bottle or a covered glass. When you have examined it carefully, write a paragraph describing it. Here are suggestions for the sentences in your paragraph.

1. The general appearance of the insect
2. The body of the insect
3. Its wings and legs
4. Its movements
5. How it protects itself

Section III of the Handbook will help you in writing your paragraph.

*Practice 3 — Imaginative Story-Telling**

Boys and girls must seem like huge giants to the flies, and houses like great mountains. The following story about Mr. Fly brings out this idea.

THE NARROW ESCAPE OF MR. FLY

This morning I received a terrible fright. I was sunning myself on a large piece of white material that had all over it black figures about as tall as I am [a newspaper]. I was very happy and comfortable, and was cleaning up my wings a bit. Everything seemed so quiet and peaceful that I was not on the lookout for danger. You can imagine my surprise when I beheld a large iron screen [fly swatter] coming rapidly down on me. Fortunately I was in a good place to jump and fly. This I did, and just in time, for the big screen just

brushed my wing as it landed on the white material with a terrific boom. As I flew out through a great open space [window], I was still trembling from the shock of my narrow escape.

Try a story of this kind yourself. Imagine yourself a fly and write about a happening that shows how things that are really small look large to a fly.

THE BUTTERFLY

The monarch butterfly is one of the most beautiful of all the insects. As you see it spreading its brilliant reddish brown and black wings and fluttering through the air, it is hard to believe that it was once a worm, an ordinary caterpillar. Here is the story of how this change takes place.

FROM CATERPILLAR TO BUTTERFLY

One little caterpillar stayed on the milkweed plant and he set to work to eat everything in sight. He ate so much, and he grew so fast that he split his skin-covering four different times and grew four new coats until he became very large and very handsome.



The Monarch Butterfly

He had grown from the tiny egg, which had been no larger than the head of a straight white pin, to be fully two inches long. His greenish-yellow coat was

satiny smooth and glistened in the sunlight. The bands which ringed his body were shining black, and from his back at either end rose pairs of fleshy black threads that stuck out like horns!

The caterpillar had grown so large and so heavy that it tired him to move. He looked around for a place where he could go to sleep. He chose, at length, a strong stem of the milkweed plant, spun himself a little button of silk, and hung himself upside down with his head curled back toward the stem. As he hung there his skin split once more, but this time instead of squirming out of the old skin, he kept very quiet, for a strange change was taking place. The old skin withered up and dropped to the ground. His new skin turned to a thin, shining, silvery green and covered him so that he looked like a queer-shaped, silvery-green acorn with shining golden spots. He had changed into a chrysalis!

There he slept for many days. The sun shone warm upon him. The rain drops splashed down his silvery sides. The warm September winds swung him from his silken thread.

Nothing seemed different; only inside the shining chrysalis strange things were happening. One afternoon the silvery-green color inside the thin, transparent, outer coat of the acorn chrysalis was gone. In its place could be seen patches of reddish brown and lines of black. Next morning the chrysalis began to shake from side to side. Something in it was trying to get out. But the silken thread still held it safely to the stem of the milkweed plant. The chrysalis split open and out crawled a wet, crumpled-looking insect with six legs. Two threadlike feelers, or *antennae,* waved

from his dark, shining head, two small wet patches of reddish brown bunched over his back, and a long brownish body dragged behind. It was the sickliest, most uncomfortable-looking creature that anyone could imagine.

Very slowly it dragged itself up on the empty chrysalis and hung there as if it were too feeble to move. The warm September sun shone brightly upon it. The warm September wind blew upon it softly. The long wormlike body began to shrink. The patches of reddish brown began to uncurl, to unfold. As they unfolded, the little creature waved them slowly up and down, shaking out every tiny wrinkle, holding them where the breeze could dry them. And presently they were no longer little patches of reddish brown; they were wings! They were gorgeous reddish-brown wings bordered and lined with black, spotted with rows of white and pale yellow dots. The caterpillar who had put himself to sleep in the silvery-green and gold chrysalis was no longer a caterpillar; he was a beautiful monarch butterfly!

— Helen Hyer in *Stories by Seasons*

Practice 4 — Discussing Caterpillars

What did the caterpillar have for food? What changes took place in the caterpillar? After he had become full-grown, what did he then change into? How did he look when he first came out of the chrysalis? Have you ever seen a monarch butterfly? Tell about his beautiful wings. On what plants is this butterfly often seen?

Practice 5 — Selecting Important Points

If you were to tell this story of the butterfly to another class, you would have to decide which were the important points and tell them in the right order. Make notes on these points. The first one might be: *Growing out of four coats.*

What is the next main point? Finish the notes and see if you can retell the story well by just looking at the notes.

THE CATERPILLAR

The caterpillar eats leaves
From the mulberry trees.
He's a furry little creature
With two little reachers.
I look at his furry back,
I see exclamation marks that are black.
Oh, he sleeps in a cocoon!
Will he wake up soon?
Yes, he'll break the cocoon by and by
And off he'll fly — a butterfly.

— A Class Poem

Practice 6 — Writing from Observation

If you can find a cocoon or a chrysalis, bring it in to your schoolroom. Moisten it occasionally. Watch for the moth or the butterfly that will come from it. After it has appeared, write a short story about it. Tell just what you saw. It will be different from the story of the birth of the milk-

weed monarch. Section II of the Handbook will help you to write good sentences.

THE BEE

There are some insects that live and work together, just as we live in towns and cities. We call them *social* insects. One of the best known of these is the bee. There are many different kinds of bees. The one which is most useful to us is the honeybee. From the flowers the honeybees sip the sweet nectar and store it away as honey. Men have found that honey is good to eat, and they have taken it away from the bees. They have made homes for the bees, called *beehives*. These are made so that the men can open them at the top and take out the honey. Of course they do not take away all the honey, because the bees need some of it for themselves.

Practice 7 — Making an Oral Report

You will find many stories about the bees in books in your library or in your readers. In them you will read about the queen bee, the drones, and the workers, and how they live and work together. Here are some of the things that you can tell about the honeybee:

How the Bee Carries the Nectar
Where the Bee Places the Honey in the Hive
How the Cells of the Honeycomb Are Made
What Happens to the Drones of a Hive
What the Queen Bee Does

How the Workers Make Bee Bread
How the Bees Keep the Hives Very Clean
How the Bees Help the Flowers

FRIGHTENING BUMBLEBEES

Twice bumblebees have stung me. When I was about three years old, I smelled a blossom that had a bumblebee in it. That one stung my nose, and my mother thought that I looked more like a little pig with a long snout than a child. The bee was not to be blamed. I had frightened it. The second time was not many years ago. I rolled under a fence just where there happened to be a bumblebee den. On the way home I met some friends who did not know who I was, because I looked so queer. Those bees were not to be blamed, either. That was the only way they had of teaching me not to come blundering so suddenly and roughly at the door of their den. There is nothing mean about bumblebees, but it is a very bad plan to frighten them.

—Edith M. Patch in *First Lessons in Nature Study*

Practice 8 — Reporting an Experience

Have you ever been stung by a bee? Do you know someone who has had that painful experience? Do you think the bumblebee was to blame for stinging the little three-year-old girl on the nose? If a huge giant should roll over and crush your house, would you thrust a sword at him, if you had a good opportunity?

More facts about bees and other social insects can be found in *Honey Bees and Fairy Dust,* by

Mary Geisler Phillips and in *The Ant Queen's Home and Other Stories*, by Frances H. Rarig.

THE BEE

When a yellow bee bends her head low in a flower
Her measure of honey to draw,
She sips up the nectar with triple-tipped tongue,
Who would guess that she drinks through a straw!

She has five watchful eyes, and six jointed legs;
The ones that are farthest behind
Hold a basket for pollen, a brush, and a hook
Used in making her comb, you will find.

— Eleanor Dawes Walter

THE ANT

Have you ever watched ants at work? If you have, you know what tireless workers they are, and you understand the old saying, "Go to the ant, thou sluggard. Consider her ways and be wise."

The best way to know how the ants live and work is to watch a colony of them. You will find them in your back yard or in the park, as well as out in the country. If you could watch some kinds of ants, you would see some of the interesting things that they do. Some of them gather food, others are a "sanitary squad" and keep the ant home clean. There are soldiers who go on raids against other ants, and carpenters that build the homes. There are the captured ants who become slaves. There are the ants whose job it is to milk the *aphids*, or "ant cows"! These are some of the things you might see as you watch an ant colony.

THE ANTS

In their tidy buried city
Underneath green grass and plants,
Live the clever little people
That we call the ants.

They build roads and store up grasses;
They eat seeds and sweets and flies.
They milk a "cow" that's called an aphid;
All have feelers; some have eyes.

— Eleanor Dawes Walter

*Practice 9 — Writing for Information**

The United States Government pays for the writing and printing of many books and pamphlets that people can get for just a few cents. Perhaps you would like to send for some of these.

This is a sample letter that will show you where and how to write for bulletins.

Room 206
City Park School
Dallas, Texas
February 20, 1935

Superintendent of Documents
Government Printing Office
Washington, D. C.

Dear Sir:

For the enclosed money order for fifty cents, please send us ten copies of Farmers' Bulletin Number 740, on *House Ants*, at five cents each.

Very truly yours,
The Fourth Grade

This bulletin tells where the ants came from when they came to our country. It also tells how to keep them out of our houses.

Other bulletins that you may want to send for are:

Insect Enemies of the Flower Garden, Farmers' Bulletin No. 1495, 15¢

Bees, Farmers' Bulletin No. 447, 5¢

Write to the address in the sample letter.

Practice 10 — Reporting on Observation

Find an ant colony and watch it whenever you have an opportunity. If you can find one near the school, then you can all study the same ants. You will see many ants hurrying back and forth. At first you may not be able to tell what they are doing. If you watch them closely, you may find out. Report your observations and talk over the different things you see the ants doing.

Here are some cautions about reporting:

1. *Be careful to report only what you really see.* If you report something you did not actually see — something you imagine or would like to see — your classmates will lose confidence in you. They may not want to believe you later when you report things that you really did see.

2. *Make an effort to report something that will interest your classmates very much.* For example, tell how the ants acted when you threw a little sugar on their hill, or what they did with the dirt you let fall on their home.

3. *Before you make your report, think over the points you are going to speak about.* Have them in mind, so that you won't hesitate in your reporting.

4. *Speak distinctly and clearly, so that your classmates will be sure to hear and understand you.*

Practice 11 — Writing a Report

When you do not find it possible to watch an ant colony, you will find in books, magazines, or bulletins, stories of how the ants live and work together. Write a paragraph on one of the following topics:

1. The Queen Ant's Work
2. Bringing Home Food
3. The Ant Slaves
4. Milking the Ant Cows
5. Making the Ant Hill
6. Ways in which Ants Are a Help to Men
7. Ways in which Ants Are a Nuisance to Men

Section III of the Handbook will help you in writing your paragraph.

NOISY INSECTS

Most insects make very little noise. The bee, as it flies, makes a humming sound, and the buzzing of the fly and the mosquito can be heard if they get close enough to our ears. But it seems to be the business of some insects, like the grasshopper; his cousins, the katydid and the cricket; and the cicada, or harvest fly, to make just as much noise as they can.

In the middle of the summer these insects may keep you awake at night. They do not sing, for they have no voices. They are fiddlers, and their legs are the bows. Or, again, some of them just rub their wing covers against each other. In this way they can make a noise that sometimes can be heard a quarter of a mile away.

THE CRICKET

Whenever the musical cricket sings,
He rubs his legs against his wings.
He does not use these wings for flight,
But jumps about, with all his might.

He's black, and almost one inch long.
"Chirrup, chirrup" is his shrill song.
His home is under stone or thicket.
Are you as merry as this cricket?

— Eleanor Dawes Walter

Practice 12 — Talking about Grasshoppers

You have seen grasshoppers in the fields or the park. Some of them can fly, and others just take big hops. How is it that they can hop so far? Have you noticed the stiff wing covers on the grasshopper's back? Why do you think he is sometimes called the "king of the insects"? Do you know of any other insect that is as big? Did you ever read about the damage that swarms of grasshoppers can do to growing crops? What do farmers do to save their crops from grasshoppers?

*Practice 13 — Writing Group Poems**

The noise that some insects make at night, or their strange appearance as they leap through the air, are good subjects for poems. With your teacher writing on the blackboard, your class can try writing verses about any one of the insects you have studied.

UNIT XII

YOUR FLAG AND MY FLAG

The old flag had been raised to the top of the flagpole in the school yard for the last time. The soot from the chimneys of the homes and shops of the neighborhood had dimmed its colors until you could hardly tell the red from the blue, while the white stripes had turned to a dingy gray. Lashed by the wind in all kinds of weather, its outer edge had finally given way, and now was torn and ragged.

Tonight when the school closed, it would be lowered for the last time, for next Monday a fine new flag would take its place. On each bright school day for three years the old flag had flown proudly over the building and the happy children playing below it.

Dorothy had become thoughtful as she looked up at the old flag still flying so proudly in the breeze. Then she spoke to Mary and Alice. "Why does the flag fly above our school each day? Just what does it mean?"

This was a question that none of the girls could answer offhand; so they took it into their schoolroom with them as the last bell rang. When their teacher heard the question, she said: "That is a good thing for us to find out. We certainly ought

to learn what the old flag has stood for, as it has flown from our flagpole each day. When it is taken down for the last time tonight, let us bring it into our room and keep it until we know its meaning."

And that is how one group of fourth-grade boys and girls came to know more about their national flag.

AMERICA'S FLAGS

Has the American flag always been the same as the one that is flying over your school building today? The story of how our flag started and grew into its present form is one that you can find in your library, or in reference or history books.

Practice 1 — Making Committee Reports

You can divide your class into three committees who are to report on three different parts in the story of our flag, as follows:

Committee No. 1 — *The Early Flags.* Tell about the flags that were in this country before there was an American flag with its stars and stripes. What did they look like? Where had these flags come from? Why were they used in this land? When you describe one of these early flags, you can show the picture of it to the class.

Committee No. 2 — *The First American Flag.* You will find the story of Betsy Ross and the first stars and stripes in one of your reference or library books. Who was the first great American to use this flag as his country's flag?

Committee No. 3 — *Our Flag Today.* Examine the flag of our country today. How many white stars has it? How many red and white stripes? Tell what they represent.

Practice 2 — Writing for Information

The Daughters of the American Revolution is an organization of women who have always been interested in our flag. Perhaps they have a chapter in your city. If they do, you can get some booklets about the flag to use in your study.

Your letter might be like this sample:

Avondale School
Cincinnati, Ohio
April 6, 1936

Regent of the D.A.R.
Cincinnati, Ohio

Dear Madam:

Our class is studying a unit on the flag. We are trying to find out many things about the history of the flag and the respect and treatment that should be given to it.

If you have any booklets about this, will you send them to our class? We shall be glad to receive them and we'll study them carefully.

Very truly yours,
Ronald Clark
Secretary, Fourth Grade

OTHER FLAG-MAKERS

The first flag-makers decided that the colors in our flag were to be red, white, and blue. They

also decided what its design was to be — that it should have its stars and its stripes. But who do you think decided what that flag should mean, and whether or not it should be a truly great flag?

The flag stands for our country; whoever has helped to make our country a great country has helped to make our flag. Usually when we think of helping our country, we think of our nation's heroes, of its great men.

A committee of one fourth-grade class reported on brave deeds that have helped our country. Here is an example of their reports.

NATHAN HALE

A man doesn't have to be a president or a general to do a great deed for his country. Nathan Hale was a brave young soldier who fought in the Revolutionary War. When he was captured and was about to be shot as a spy, he said, "I regret that I have but one life to give for my country."

Practice 3 — Making a Short Talk

Who were some of the great men who helped our country? Choose one and in a short talk tell in what way he helped our country and thus helped to make our flag a great flag.

Pioneers

The heroes and other great men have not been the only ones who helped to make our flag. The pioneers who settled in the wilderness, the men

who built the railroads across the prairies, the fathers and mothers who have made good homes for their children, in fact all those who have worked to make our country better, have helped in the making of our flag. The following paragraph tells of such a person:

A FLAG-MAKER

Down at the end of our street is a little white house that stands far back from the road. In this house there lives an old man. This man is one of the best men I know. He helps anyone who is in trouble. He is kind to the boys and girls. I like to meet him on the street. I think he is a good citizen. If making our country better is helping to make our flag, I think he is one of our flag-makers.

— Betty S.

Practice 4 — Writing a Paragraph

Do you know of anyone who is making your city or your neighborhood a better place in which to live? Select someone whom you know and write a paragraph about that person, telling why you think that he or she is helping to make our flag.

Section III of the Handbook will help you in writing your paragraph.

How Boys and Girls Can Be Flag-Makers

No one is too young to help in the making of our country's flag. Fourth-grade boys and girls can do many things that will make their neighbor-

hoods better places to live in. When you have done something of that kind, you can look at the flag and say, "I have helped to make you mean just a little more."

Practice 5 — Reporting on Observation

Think of some boy or girl you have known who in your opinion might be called one of our flag-makers. Tell the class why you believe this person should be considered a good citizen. Here are some of the things boys or girls can do to become flag-makers.

1. Do school work well.
2. Help to prevent fires and accidents.
3. Help at home.
4. Be kind to older people.
5. Prevent the destruction of property.

RESPECT FOR THE FLAG

It is important that every citizen, young and old alike, should know the laws that prevent the flag of our country from being used in wrong ways. Here are some of the things that our laws say.

1. No figure, mark, picture, or drawing may be made on the flag.
2. No advertisement may appear on the flag or picture of the flag.
3. No flag or picture of a flag may be put on the wrapping of an article to be sold.
4. No one may publicly damage or step upon the flag.

Practice 6 — Discussing the Wrong Use of Our Flag

Why is a law preventing people from pasting pictures on the flag a good law? Why do you think that people should not use the flag in advertising? How could it be misused in advertising?

FLAG CUSTOMS

During the years since the first American flag was made, certain customs about its use have grown up. No law was passed to cause the people to observe these customs. They are like unwritten laws. Here are several of the best-known flag customs.

1. The flag is raised at sunrise and lowered at sunset.
2. The flag, when lowered, is not allowed to drag upon the ground.
3. The flag is not kept up in stormy weather.
4. At the death of a very famous person the flag is lowered to half-mast.

Practice 7 — Writing Sentences

Add more sentences to the three just given, telling of other flag customs. Possibly you can tell what the customs are in saluting the flag, in displaying it inside of buildings, and in raising it with other flags. State each different flag custom in a complete sentence. Section II of the Handbook will help you to write good sentences.

A POEM ON THE FLAG

There have been many poems written about the American flag. Here is one that many boys and girls like the best.

A SONG FOR FLAG DAY

Your flag and my flag!
  And how it flies today
In your land and my land
  And half a world away!
Rose-red and blood-red
  The stripes forever gleam;
Snow-white and soul-white —
  The good forefathers' dream;
Sky-blue and true blue, with stars to gleam aright —
The gloried guidon[1] of the day; a shelter through the night.

Your flag and my flag!
  And oh, how much it holds —
Your land and my land —
  Secure within its folds!
Your heart and my heart
  Beat quicker at the sight;
Sun-kissed and wind-tossed,
  Red and blue and white.
The one flag — the great flag — the flag for me and you —
Glorified all else beside — the red and white and blue!

Your flag and my flag!
  To every star and stripe

[1] Pronounced gī'dŭn.

The drums beat as hearts beat
And fifers shrilly pipe;
Your flag and my flag —
A blessing in the sky;
Your hope and my hope —
It never hid a lie!
Home land and far land and half the world around,
Old Glory hears our glad salute and ripples to the sound!

— Wilbur Dick Nesbit

Practice 8 — Memorizing a Stanza

Choose the stanza that you like the best in the poem by Nesbit, and memorize it.

PLEDGING ALLEGIANCE TO THE FLAG

When the children in Dorothy's room had learned the story of their country's flag and what its meaning was, as it flew so proudly in the breeze at the top of its high flagpole, they understood better the pledge of allegiance with which many boys and girls in our schools salute the flag and say:

"I pledge allegiance to the Flag of the United States of America, and to the Republic for which it stands, one Nation, indivisible, with Liberty and Justice for all."

Practice 9 — Using the Dictionary

To understand the exact meaning of the pledge, look up in your dictionary the meaning of some of the words. Discuss the meanings that you find for *allegiance, republic, indivisible,* and *justice.*

Practice 10 — Memorizing the Pledge

Memorize the pledge. Be sure that you are able to speak it clearly without making a single mistake.

FLAGS OF THE NATIONS

Each country has its own flag. Every flag means as much to the people of the country over which it flies as the American flag means to us. It is flown high in the air as they celebrate their own national days. It is used to honor the heroic men who have served the country well. It flies from the mast yards of its ships at sea.

Practice 11 — Arranging an Exhibit *

Collect pictures of as many different flags as you can find. Mount them on paper and write a sentence under each one telling to what nation it belongs and any other interesting fact about it which you may know.

If you do not find colored pictures of flags that you can use, you can have fun making some yourself. In the back pages of some large dictionaries or in the flag number (1934) of the *National Geographic Magazine*, you will find a great many pictures in color of the flags of different nations. Draw some cardboard oblongs of the size you want your flags to be. Study the design of the flag you want to copy. You will probably find in the scraps of colored paper you have in your class-

room just the shades you will need. Cut them in strips, squares, or triangles as they are on the flag you are copying. Then paste them on your cardboard. It is a good plan to put your flag under some books to press until the paste is quite dry.

GRADE IV

Part II

YOUR HANDBOOK

YOUR HANDBOOK

Dear Girls and Boys,

One of the first signs that you are growing up is your pleasure in doing things by yourself. Do you remember the first summer that you had a garden or the first trip that you took alone?

This Handbook is the part of your language book which you will learn to use without your teacher's direction. Your independence in finding in it what you need will grow this year. It will be your handy book of language helps.

THE AUTHORS

SECTION I

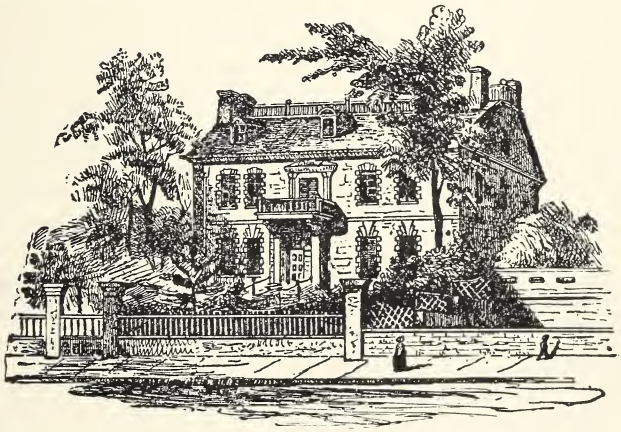
LETTERS

THEN AND NOW

1

IN BOSTON — TWO HUNDRED YEARS AGO

Prudence hurried down to the inn with her money held tightly in her hand. The postrider had just arrived in town after his long trip from New York. He had been almost two weeks on the way, because he



THE HOUSE OF JOHN HANCOCK

It faced Boston Common two hundred years ago.

could travel only about five miles an hour on horseback. Prudence and her mother had looked for him for two days now, because he was late on this trip.

When she reached the inn, she saw a crowd of people around the table. The letters had all been dumped out

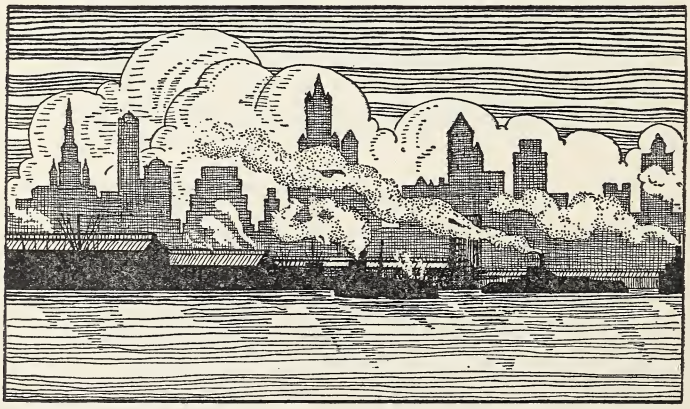
of the postrider's bag on the table, where everyone could hunt for his own mail. Prudence was little enough to wriggle through the crowd to the edge of the table. She looked eagerly at the letters. There it was in her father's neat, careful writing — the letter she and Mother had waited for so long.

Prudence picked up the letter and gladly paid the postrider the twelve cents he asked for carrying it. Father never sent a thick letter because postage was so high. She and Mother had lots of fun reading the criss-cross letters he wrote to save paper and postage. First, they read across the page; then they turned it and read what had been written from top to bottom. One page could tell so much that way!

2

IN NEW YORK — IN MODERN TIMES

Billy and his mother said "Good morning" to the clerk at the desk on their floor of the hotel as they waited for the elevator that Sunday morning. They



THE SKY LINE OF NEW YORK

had just arrived in New York the night before. The clerk said, "Here's a letter for you, Mrs. Norberg."

"It's from Daddy," said Mrs. Norberg. "This letter came from Chicago faster than we did. It was mailed yesterday, right after noon."

"How could it get here so fast?" asked Billy. "Let me see it."

There it was with a Chicago postmark, dated the day before. In the corner was an *air-mail, special delivery* stamp.

"That explains the speed," said Billy's mother as she pointed to the stamp.

These two word pictures show you how much faster and easier the sending of letters is today than it was two hundred years ago. It is so easy for us that we should be glad to help in every way we can to make the work of the postman easier. We can help him by being very careful how we address our letters.

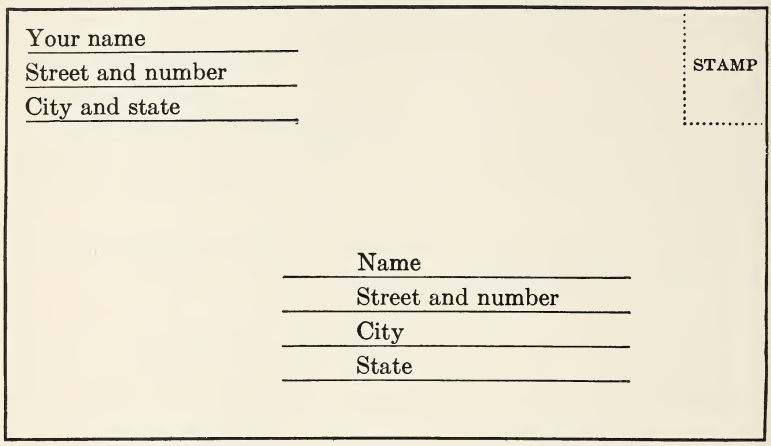
ADDRESSING THE ENVELOPE

The address on a letter should be *clear, complete,* and *correct.* You can remember these as *the three C's* of an address.

Clearness

First and most important is your writing. Do you make your writing so clear that the postman can read it with one glance? If not, you need to practice on the letters that you do not write clearly. What are they?

Next, you should arrange the address well on the envelope. This plan shows you where the writing should go:



1. The stamp belongs in the upper right corner. The space around it is left clear so the canceling machine will not blur the address. If the stamp is placed anywhere else, the letter must be canceled by hand at the post office. That wastes time, because thousands of letters are canceled quickly by machine.

2. Your own name and address belong in the upper left corner. If you should forget to put on a stamp, the letter could be returned to you. Otherwise, there will be delay and extra work when the letter is delivered. If you have made a mistake in your friend's address, your return address will bring the letter back to you for correction.

3. The name of the state should be placed alone

on the last line of the address. The mail clerks can sort letters more quickly if it is placed there.

Practice 1 — Making a Collection of Envelopes

1. Each of you may bring from home an envelope that has been mailed to someone.
2. Put all these envelopes on the bulletin board.
3. Look over the envelopes and judge the arrangement of each one. Are all the addresses clear? Answer these questions:

Is the address well spaced?
Is the state written alone on the last line?
Is the return address given?
Is the penmanship clear?

Completeness

Always give the complete address. Some persons leave off house numbers. Someone at the "Nixy Desk" in the post office has to look up the house number in the city or telephone directory. Find out how many workers are needed at the Nixy Desk in your post office. You will be surprised to learn how careless people are about giving a complete address. In some large city post offices there are workers, called "hards," who are busy all day correcting incomplete or wrong addresses or those hard to make out. During the Christmas rush at Boston these "hards" had to correct 7000 addresses in one day.

Practice 2 — Discussing Mistakes in Addressing Letters

How are people careless in addressing letters? Send a committee to the post office to talk with the postmaster or a clerk about the mistakes that are made in addressing letters. Bring back to the class for discussion the answers to these questions:

1. What is most commonly left out of an address?
2. What is needed for an address to a farm?
3. In how large a town are the street and number needed in the address?

Perhaps you can bring back some examples of addresses that are not complete.

Practice 3 — Making an Address Book

Nearly everyone keeps a little notebook in which he writes the addresses of his friends. You cannot remember street names and house numbers very well. Begin your own address book now. You can keep it for years.

Allow one page for each letter of the alphabet. Put the names into your book according to the first letter of the last name. Give the complete address for every person. You will use this book often, especially at Christmas time when you are sending greetings and letters. The line under one letter in each of the following names shows on what page each of these addresses would go.

Burton Wright 603 Broad Street, Philadelphia, Pennsylvania
Charles Allen 2917 Riverside Drive, New York City

On what page would each of your classmates' names go?

Correctness

We are often careless about numbers; 1917 and 917 may be house numbers in different postmen's routes. A letter wrongly addressed would have to be carried out by one postman, brought back, and delivered finally by another.

In different states there are many towns with the same name. There is a Bloomington in Illinois and another in Indiana. There are Springfields in Illinois, in Ohio, in Massachusetts, and in several other states. There is a Salem in almost every state in this country.

Be sure to give the correct address always. Read it over carefully after you have written it to be sure that it is right.

Practice 4 — Addressing and Judging Envelopes

1. Using paper of envelope size ($3\frac{3}{4}''$ by $6\frac{3}{4}''$), write addresses for these people:

An uncle or aunt
The manager of the nearest radio station
A friend who has moved away
The company that sells your reading book

2. Pass your practice addresses to each other for judging on *clearness*, *completeness*, and *correctness*. Compare them with the examples that follow.

Arthur Baker
409 Evergreen Street
Memphis, Tennessee

Mrs. E. L. Jackman
2708 Pierce Street
Sioux City
Iowa

J. D. Lamson
R. F. D. No. 6
Pierre, South Dakota

D. C. Heath and Company
285 Columbus Avenue
Boston
Massachusetts

SCHOOL LETTERS

All through this year your class will be writing letters for different reasons. Each letter will probably be like one or another of these class letters.

Invitations

You will invite your father and mother or another class to see your work during the year. You may want to send an invitation to your principal

to see a program that you are having. An invitation should be friendly, so that the guest will want to come. It should tell your guests just where and when to come. Are these good invitations?

Dear Sixth Grade,

We have planned a program called "Advertising Switzerland." Will you come to the Auditorium at 3:30 Friday afternoon and let us try to make you want to go to Switzerland?

Fourth Grade

The Fourth-Grade Citizens' Club

invites you to a Fire Prevention show at 1:30, Friday afternoon, October 11. Fireman Sloane will talk.

Practice 5 — Writing an Invitation

1. Write an invitation to another class to enjoy a story hour with you.

2. Invite your mother to come to visit your favorite class. Will your letters all be alike?

Write invitations any time during the year. Keep a copy of each invitation that you need to write.

Answers to Invitations

You should always answer a written invitation. If you are going to the party or program, you will *accept* the invitation. If not, you will *decline* the invitation as politely as you can. If you decline, you should give the reason.

Here are two letters written by a fourth-grade class, one accepting and one declining an invitation.

Dear Girls and Boys,

Our class will be very glad to come to your Thanksgiving party Wednesday afternoon. Thank you very much for asking us.

Ben Rice
For the Fourth Grade

Dear Sixth Grade,

We are sorry that your program is to be given at the time that we had invited a speaker to talk to us on Holland. Thank you for inviting us. We wish that we could come.

Fourth Grade

Are these two answers courteous? Will the people who sent the invitations feel that the class is glad to accept the one invitation and sorry that it must decline the other?

Practice 6 — Answering an Invitation

Write the answers to these invitations:

1. Your class has been studying butterflies. The father of one of the boys has invited the class to see his fine collection of butterflies. He will show the class how to mount butterflies. Accept this invitation for the class.

2. You have been invited to a program on pets to be given by the first grade. Write an answer accepting the invitation.

Asking Favors

You often write letters to ask people to talk to you or to let you visit their places of work. These sample letters will help you to write similar letters asking favors. They should be very courteous and thoughtful. This letter is a model for you to use.

Lincoln School
Minneapolis, Minnesota
January 28, 1935

Oriental Rug Company
908 Nicollet Avenue
Minneapolis, Minnesota

Gentlemen:

Our class would like to visit your store while your rug weaver is working on his loom. We can come on Friday, February 1, at 2:30 p.m. If that time is not convenient for you, will you telephone to our teacher at the school, please? She is Miss Olive Ross.

Very truly yours,
Fourth Grade

You have not learned about business letters yet. Do you notice the difference between the letter to the Oriental Rug Company and the other letters you write? The extra part of the letter is the address (the street and number, the city, and the state) of the person or firm to whom the letter is written. It is placed just above the greeting, even with the margin line. Notice how it differs from the model letter to Mr. Williams.

Lafayette School
New Orleans, Louisiana
February 4, 1935

Dear Mr. Williams,

Our class has been studying about early days in New Orleans. We know that you can tell us many stories about your boyhood and the city when you were little. Will you talk to our class on Thursday, February 7, at 2:30 in the afternoon? One of the class will call for you if you will come.

Very sincerely yours,
Fourth Grade
Teacher, Miss Lawson

Do you think Mr. Williams would accept? Is the letter thoughtful and courteous?

Practice 7 — Writing a Letter Asking a Favor

Write the letters that these classes would need to write:

1. One fourth-grade class at Harvey School, San Francisco, California, was studying about

book-making. They wanted to visit a book bindery to see how books were fastened together and how the covers were put on. Mr. L. S. Grimm owns the Grimm Book Bindery at 708 Market Street, San Francisco, California. Write a letter asking if the class may visit his bindery.

2. Miss Ellen Bennett has some tropical fish that a class at Logan School, South Bend, Indiana, wanted to see and hear about. Write the letter asking if the class may come to her home.

3. Mrs. Oscar Jacobsen has just come back from Norway. The fourth grade at Williams School, Columbus, Ohio, would like to hear her talk about the Land of the Midnight Sun. Write a letter asking her to do it.

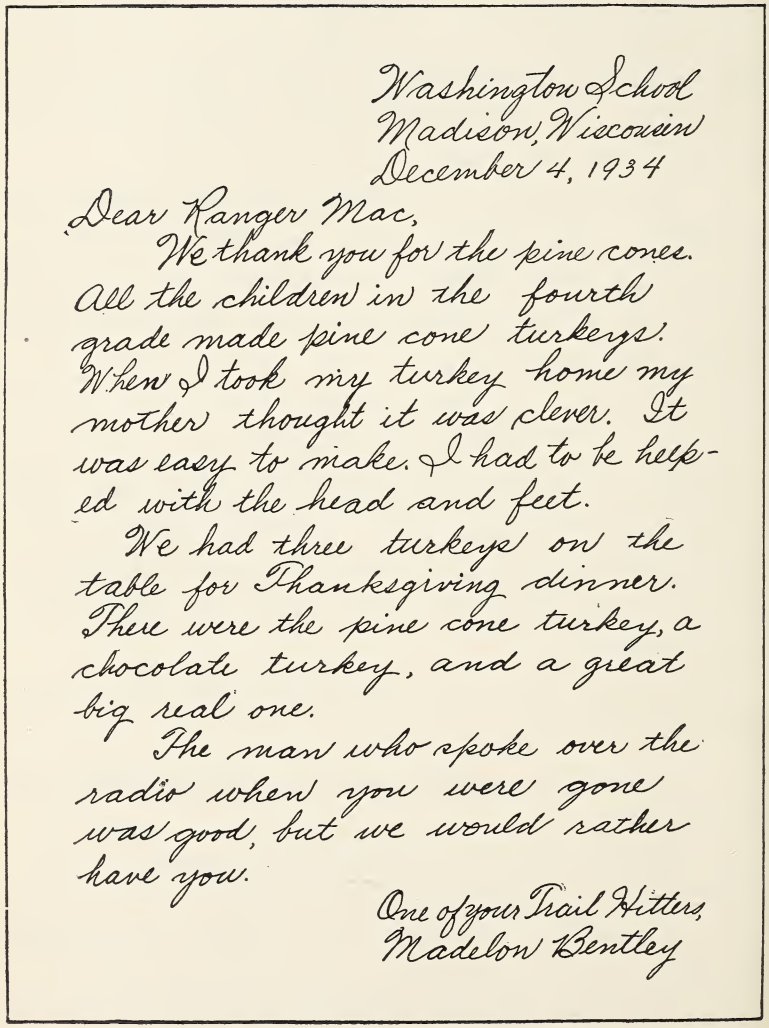
Thank-You Letters

When someone does something for you, you always say, "Thank you." If your friends are a long way off, you will have to write a "thank-you letter." To forget to do it would be thoughtless and impolite.

Sometime this year you may need to write a letter to thank:

1. A father or mother who has done something for your class.
2. Another class for inviting you to a party.
3. Your principal for some kindness.
4. A business company for pictures or reading material.
5. A speaker who has talked to your class.

The thank-you letter that follows was written by a fourth-grade girl who had listened to a radio talk on pine trees. The speaker, Ranger Mac, had told the children how to make a toy turkey out of a pine cone, some wire, and some red tissue paper.



Washington School
Madison, Wisconsin
December 4, 1934

Dear Ranger Mac,

We thank you for the pine cones. All the children in the fourth grade made pine cone turkeys. When I took my turkey home my mother thought it was clever. It was easy to make. I had to be helped with the head and feet.

We had three turkeys on the table for Thanksgiving dinner. There were the pine cone turkey, a chocolate turkey, and a great big real one.

The man who spoke over the radio when you were gone was good, but we would rather have you.

One of your Trail Hitters,
Madelon Bentley

Practice 8 — Writing Thank-You Letters

1. Imagine that your class received the book of poems, *Silver Pennies,* from Mrs. J. S. Lockwood. Pretend that her son Everett is in your class. Write a letter to thank Mrs. Lockwood.

2. Imagine that you have enjoyed a talk by James Blake on Byrd's trip to the South Pole. Write a letter to thank Mr. Blake.

HOME LETTERS

Do you ever have letters to write at home? Do you have invitations to answer, gifts or good times to say "thank you" for, or absent friends to whom you write? When we have visited friends or relatives, we should write letters very soon after we reach home to let our friends know that we enjoyed our visit. It is never polite to forget to write such a letter.

Practice 9 — Talking about Writing Letters at Home

Talk over with the class the times when you have had letters to write at home. To whom do you write? Which letters are easier to write? Why? What kind of letters do you like to receive?

A Good Form for Your Letter

The letter from Edith to Olive will show you where the different parts of your letter should be placed. Study it and answer these questions:

1. Where is a margin left in a letter? A margin of about one inch is usually wide enough.

2. Where does the first line of the heading begin?

1609 Fourteenth Street
Denver, Colorado
March 7, 1935

Dear Olive,

We all miss you since you moved to Washington. You probably have not had time to be lonesome because everything is so different there.

Have you been through the Capitol and the White House yet? Have you ever seen the President? Are you going over for the Easter party on the lawn? Don't forget to answer all my questions and tell me all about your new home.

Our class made a booklet about Denver. We are sending it to you to show in your room at school. If you can send us some pictures, we would like that. We are studying about a lot of different cities in the United States.

Alice has been absent. She had the chicken pox but she isn't very sick. She had the main part in our assembly play "Pioneer Days." Patricia is doing the part now.

We are all looking for letters from you.

With love,
Edith

3. Where does the greeting begin? This is called the *margin line.*

4. What does indentation mean? Every new paragraph should be indented.

5. Where is the closing placed? The signature belongs directly under the closing.

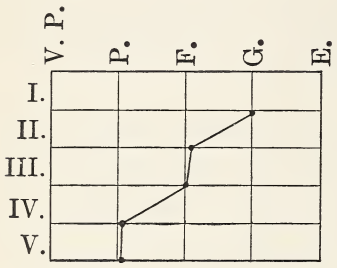
Notice that all words in the heading begin with capital letters. The greeting and the closing expressions begin with capitals, too. Commas are used between the name of the city and the state, between the day of the month and the year, and after the greeting and the closing.

KEEPING A LANGUAGE GROWTH RECORD

Here is a chart upon which you can mark your growth in letter-writing this year.

My Letter-Writing Chart	Very Poor	Poor	Fair	Good	Excellent
1. Is my letter courteous? Do I consider the interests of my reader?					
2. Do I write as though I were talking to the one who is to receive the letter?					
3. Do I know the proper form for heading, greeting, etc., and use it?					
4. Is my page neat? Do I have a margin all around the page?					
5. Are my spelling, punctuation, and handwriting good?					

Make a chart like it to mark three times this semester, using crayons of three different colors. Every time you write a letter, think of these points.



For each point on the chart mark the grade which you think you should have. Connect these points with crayon lines, as shown in the illustration at the left. Then you can tell on which points you need to improve.

On what points does the pupil shown in this chart need help?

SECTION II

SENTENCES

"Oh, Mother, we went out in a boat to fish and it was a big boat and we found a good place and Uncle stopped rowing and, boy! just as soon as we threw in our lines the fish began biting and we just kept hauling them in and here they are, look, aren't they beauties?" said Tommy, as he held up his string of fish for his mother to see.

"But wait a minute, Tommy. Take time to catch your breath. Then tell me one thing at a time. I can't think fast enough to understand those thoughts all run together that way."

RAMBLING OR RUN-ON SENTENCES

Have you ever met anyone who ran his sentences together that way? Did you have trouble in understanding what he was trying to tell you? Perhaps you may even have this fault yourself. Do your thoughts run away with you?

Take time after every sentence to use a little silence as a period. It will make what you say seem more important. When several different ideas are *joined* together with the word *and*, we have a *rambling* sentence. Sometimes it is called a *run-on* sentence. Do you see why these names fit? A good sentence has only one main thought.

Practice 1 — Picking Out Rambling Sentences

The same thoughts are told below both in good sentences and in rambling sentences. From each pair, pick out the rambling sentence. Then read the good sentences. Remember the silence between sentences.

EXAMPLE:

a. We went to the circus and the elephants were given water before they performed.

b. We went to the circus. The elephants were given water before they performed.

The rambling sentence is *a.* Read the better sentences in *b.* Put a silence between the two sentences. Don't you like the sound better?

1. Tom leaned against the wall and suddenly the rock on which he pushed fell out.

   Tom leaned against the wall. Suddenly the rock on which he pushed fell out.

2. The pitcher was waiting for the catcher's signal and all at once he began "winding up."

   The pitcher was waiting for the catcher's signal. All at once he began "winding up."

3. They reached the cottage. It was just about dinner time.

   They reached the cottage and it was just about dinner time.

4. I was awakened by Jake's noisy voice. He ordered me to get up.

   I was awakened by Jake's noisy voice and he ordered me to get up.

5. The merry little elves laughed because they had played a joke. They ran away and hid themselves beneath the mushrooms.

The merry little elves laughed because they had played a joke and they ran away and hid themselves beneath the mushrooms.

6. Animal stories are my favorite kind of book. Sometimes I like a good mystery story, too.

Animal stories are my favorite kind of book and sometimes I like a good mystery story, too.

7. Mother lets me choose what we will have for dinner on my birthday and I got a bicycle from my grandfather.

Mother lets me choose what we will have for dinner on my birthday. I got a bicycle from my grandfather.

Practice 2 — Improving Sentences

Make these rambling sentences into good sentences. Use the silence between sentences. It will be the period in your spoken sentences.

1. The thermometer showed that it was ninety-eight in the shade and it was even too hot for swimming.
2. The ground seems to fall away from the airplane when it rises and a good pilot takes the plane up smoothly.
3. Byrd and his men thought the penguins very funny and while they were in Little America they took pictures of these birds.
4. The dust storm blew over the prairies and after it was over people had to clean everything in their houses.

5. Police dogs are supposed to like just one person very well and I wish I owned one.

6. Black bears have cubs just once in two years and the baby bears sleep with the mother bear in the cave all winter.

7. Bonfires spread easily if there is a wind and you should always build your fire away from dry grass because if you don't a spark might set the grass on fire.

8. Children all over the world play games and our games must seem as queer to Dutch children as theirs do to us.

A NEW KIND OF SENTENCE: THE EXCLAMATORY

You have learned two kinds of sentences, those that ask something and those that tell something. There is another kind of sentence that you will see in your reading books and want to write sometimes. You often speak this kind of sentence, so you should learn how to write it.

Oh, look, it has begun to rain!
I think it is raining.

Did you notice any difference in the way you read those sentences? One shows more surprise than the other. Read these next sentences:

Mother, I didn't know you were here!
Henry, we must not lose a minute!
There it is, the old flag again!
Dad, come quickly! Mary is hurt!
Run to the fire station!

In these sentences there is much excitement, fear, surprise, or happiness. The mark at the end

tells you to read the sentence as though you were excited. The mark is an *exclamation mark*.

Practice 3 — Choosing Sentences that Show Different Feelings

Can you tell what feelings the person who spoke or wrote these sentences had? From the list of feelings choose the one that each sentence shows.

disappointment excitement fear
joy pain sorrow surprise

EXAMPLE: What a dive that was! (surprise)

1. He didn't walk all the way!
2. You don't mean that!
3. Look out! The car is skidding!
4. It's ruined, my prettiest hat!
5. How cold it is up here!
6. A bandage quickly! He's hurt!
7. "Oh, not so hard!" said the boy.
8. What a gay party!
9. Harry's coming! Harry's coming!
10. Ouch, my foot is in the trap!

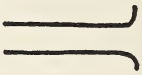
Notice that these sentences are short. Sometimes the reader has to imagine the whole thought from only a few words. When people are excited, they talk fast and leave out all words that they do not need. In the exciting parts of stories you will find this kind of sentence.

When you read sentences like these, you show by your voice that there is fear, surprise, pleasure, or some other feeling in the sentence.

Practice 4 — Picking Out Exclamatory Sentences

In some exciting story in your reader, see if you can find any sentences with the exclamation mark at the end. Read them to the class. You enjoyed making lines for questions and telling sentences last year.

EXAMPLE: Why didn't we stay longer?
We promised to meet father.



You will enjoy making lines to show how your voice goes when exclamatory sentences are read. One boy made a line like this:

Henry, we must not lose a minute!



The exclamation mark is very important, you see, because it tells you to read the sentence very differently from the way you read questions or telling sentences.

Practice 5 — Choosing the Right Ending Marks

You now know when to use each of the three ending marks for sentences. Put the right marks after the sentences below. Some of them are exclamatory sentences.

1. Many of the records about Columbus were lost
2. Do the Dutch people live in Holland
3. Some cities build "safety parks" for birds
4. Imagine crossing the desert in a car

5. Look, the toy airplane really flies
6. Did you enjoy the trip
7. Some eagles measure six feet from one wing tip to the other
8. Run, or we shall miss the parade
9. Do they water the land from those ditches
10. Why does a camel look so proud
11. New York city boys do not see circus parades
12. I am going early, aren't you
13. The Japanese children sent dolls to the American children
14. Why, it can't be ten o'clock already
15. How fast that airplane goes

Practice 6 — Taking Dictation

Write this paragraph as it is read, or *dictated*, to you. Begin each sentence with a capital letter and use the right ending mark after each sentence.

everyone in an Eskimo family has to work the men hunt seal and catch large fish the women take care of the skins and make clothes even the little children gather berries and bird eggs for the winter in the short summer the family works from early morning until late at night days are too short and the weather is too cold for work in the winter how would you like to have so little play time

Practice 7 — Writing the New Kind of Sentence

In the exciting parts of the stories you write, you will use this new kind of sentence, the *exclamatory sentence.* Try writing some of them. Make one sentence of each of these five suggestions:

1. What you might say after your first airplane ride.
2. What a little girl might say if she were given a bicycle to ride.
3. What someone might say about a car accident.
4. What a little boy might say if he wanted something very much.
5. What a child might say who saw a camel or an elephant for the first time.

We do not use so many exclamatory sentences as telling or asking sentences. You will want to know how to read and write one, though, whenever you need it.

REVIEW OF COMPLETE OR INCOMPLETE SENTENCES

You have learned in other grades how important complete sentences are. Practice 8 will show you whether or not you can tell when a sentence is complete and the meaning is clear.

Practice 8 — Deciding Which Are Sentences and Which Only Parts of Sentences

Number a paper from 1 to 10. If the group of words is a complete sentence, put *yes* after the number. If it is not complete, put *no* after the number.

EXAMPLE: *a.* Back in the distance — *a.* No
b. Suddenly my foot slipped — *b.* Yes

1. Down the hill I stumbled
2. He spoke in a quiet, steady voice

3. When they pulled in their lines
4. One sunny, pleasant morning
5. With all of his strength
6. The biggest fish he ever saw
7. Peonies come up year after year
8. *Little Eagle* is a book about Indians
9. Indian drums and blankets
10. Sometimes big fish eat little fish

Did you make a perfect score on this practice? If not, you need to work out the next practice.

Practice 9 — Making Complete Sentences

Parts of sentences are given here. What words can you add to make each line into a clear, complete sentence?

EXAMPLE: Without a pencil

Completed: Without a pencil I couldn't write my story.

(or) Can you work the problem without a pencil?

1. When the lake freezes over
2. The best baseball game of the season
3. Skating or sliding every day
4. Before I could swim
5. If you have a big back yard
6. Driving a car in rainy weather
7. If we could not read
8. Sleeping with your windows open

Practice 10 — Improving Sentences

In the report that follows are some good sentences and some poor sentences. Decide which are the poor sentences. Copy the report, making better sentences of those that need to be improved. Read your reports to the class when you finish.

Radio has been a wonderful help to people in trouble. Sometimes it has even been the means of saving lives.

A little girl in a hospital. The doctors decided that she must have blood from the arm of some healthy person drained into her arm if she was to live. No time to lose. The announcement was made over the radio. Within an hour more than a hundred people called at the hospital to offer their blood to save the little girl's life.

I remember another example. During a hard storm a river overflowed its banks and flooded the country for miles. Telephone poles were down and wires were broken. Cars on the highway. Driving toward the flood. By the radio many homes were warned and farmers all along the highways stopped travelers from running into danger.

Practice 11 — Making Sentences with Meaning

On the next page there are parts of sentences on both sides of the line. Can you match the parts in such a way that the sentences will tell something? Read the first part and add to it the right ending from the other side of the line.

1. A reaper does the work	—— many things upon the walls of their buildings.
2. The Egyptians carved	—— healthier, happier, and stronger!
3. May you come back from vacation	—— the king of all birds.
4. The tallest building in the world is	—— of many men in the grain fields.
5. The eagle is called	—— the Empire State Building in New York.
6. Birds help man	—— is the cat.
7. One of the greatest dangers to birds	—— by eating insects.

SUMMARY SENTENCES

You know what a *sum* is in arithmetic. You put several numbers together to get one number for a *sum*. A *summary sentence* is one that puts together the important thoughts of several sentences. It adds them all together in one main sentence. The main thought of a whole paragraph can often be put into a summary sentence.

The Whole Paragraph:

In forests the ground is covered by a thick layer of rotting leaves, sticks, and other decaying parts of plants. This material is called *leaf mold*. It holds the water from rain and melting snow, like a big sponge. The water then trickles out slowly into springs or sinks slowly into the soil where the tree roots draw it in. This keeps the water from running off quickly and making floods. If it were not for forests, we should have more floods.

Summary Sentences:

1. Forests save us from floods because leaf mold under them prevents water from running off quickly.
2. The water from rains and melting snow in forests runs off slowly so that it does not cause floods.

Can you make another summary sentence for this paragraph?

Practice 12 — Making Summary Sentences

In your geography and other classes you will need to be able to make summary sentences about what you read. Try making a summary sentence for each of these paragraphs:

1

Several years ago there was a terrible wind storm on the little island of Porto Rico. Houses were blown down, and one-third of the people were left without homes, food, or clothing. The American Red Cross took care of the people.

2

The Japanese people plant cherry trees for their flowers, not their fruit. Their cherry trees have more beautiful blossoms than ours. The Japanese people gave us some of their beautiful trees one time. These trees are now planted in Washington.

3

The deer shed their antlers once each year. The old antlers are rubbed off against tree trunks. The new ones are covered with soft hairy skin. Hunters call

this the "velvet." When the horns are grown out, the velvet rubs off.

After you have given good sentences for these paragraphs, turn to your geography books. Find a paragraph to read to the class. Then give a summary sentence for it.

TESTS ON SENTENCES

Test I — Writing in Sentences

To show that you know sentences, copy this paragraph, using capital letters and correct ending marks where they belong. Remember that:

Every sentence should begin with a capital letter.
Every sentence should end with a period, question mark, or exclamation mark.

DINING OUT IN EGYPT

a servant came into the room with steaming hot towels after we had washed our hands and faces the servant gave us tiny cups of coffee it was Turkish coffee, thick and black as ink we sat down to dinner at a large table knives, forks, and spoons lay on the white linen tablecloth the Egyptians serve only one thing at a time first we had rice soup then spaghetti was brought to the table then the servants brought in duck, vegetables, and rice we had a clean plate for each kind of food wasn't that an odd way to serve

When you have written the paragraph correctly, you will find it much easier to read than it is without capitals or periods.

Test II — A Dictation Test

Write this paragraph as your teacher dictates it to you. Divide it into sentences by putting capital letters and ending marks where they belong.

your feet will grow straight and strong if you take care of them they need exercise like the rest of your body they need shoes that fit well short or narrow shoes will crowd and bend your toes shoes should fit close around your heels so they will not slip when you take off your shoes at night give your feet some exercises rise on your toes ten times pretend you are picking up marbles with your toes you will always be glad to have strong feet

Test III — Good and Poor Sentences

You should now be able to tell:

When a sentence is complete and clear.
When only part of a sentence is given.
When a sentence is rambling.

In this test there are sentences of all three kinds. Number a paper from 1 to 15. Put a letter after each number to describe these fifteen sentences. Use *S* for the good sentences, *P* for the parts of sentences, and *R* for the rambling, or run-on, sentences.

1. In our basement we have a shower bath
2. When we have a picnic
3. Ice cream can be covered with chocolate and I like cherry pie
4. Do you know where to find frogs' eggs

5. As he passed the circus tent
6. Eskimo women chew the men's boots
7. Baby ducks learn to swim and sometimes we go to the park
8. Under the big elm tree
9. Harold made a home run
10. When the storm came, I was afraid
11. When the hailstones fell
12. Fruit is good for you and Mother makes cookies for me
13. In Holland now people's clothes are much like ours
14. We saw the flood pictures in the news reel
15. Because I cannot swim

Test your ears as well as your eyes. Fold your paper so that you cannot see the letters that you wrote down. Number again from 1 to 15. As your teacher reads each line, write *S* for good sentences, *P* for parts of sentences, and *R* for rambling sentences. Score your answers on both tests. Are your ears as good judges of sentences as your eyes are?

SECTION III

PARAGRAPHS

Have you ever picked up tacks or steel shavings with a magnet? Did you find out that the magnet wouldn't pick up everything? A needle would cling to the magnet, but a pencil would not. Your father probably told you that a magnet draws to itself only things that have iron or steel in them.

Your magnet is like a good paragraph. The topic of the paragraph is the magnet itself. The sentences that make up the paragraph are like the tacks that are drawn to the magnet. Only sentences that have something about the main paragraph thought in them should be put into the paragraph.

THE MAIN THOUGHT

If you make good paragraphs, you must have clearly in mind the main thought. Being able to find the main thought, or topic, in other paragraphs will help you to make better paragraphs of your own.

Practice 1 — Finding the Topic

Does Paragraph 1 tell about "The Boy Scout Tree Doctors," or "Cutting Down Trees," or "Boy Scouts on a Hike"?

1

Boy Scouts learn to take care of trees. They are fine tree doctors. The boys hoe the ground and keep weeds from growing near the young trees. When trees have decayed places, the Scouts dig out the rotten wood. Then they paint the hole with tar, and afterwards fill it with cement. The tree becomes well and strong after that.

What is the topic of Paragraph 2? Of Paragraph 3? Several of you may have good topics to suggest for the main thought.

2

In the mountains of North Carolina men have made a lake. They blocked up a little mountain stream. The water had nowhere to go except to spread out over a hollow place between the hills. Slowly a pond was formed. As the water came down from the hills in the spring, the pond grew bigger until it had become a lake. After six months the lake was twenty-seven miles around the edge.

3

The Rose Parade on New Year's Day in Pasadena, California, is a beautiful thing to see. About ten o'clock in the morning, down the broad street come the cars, driven slowly so that you can enjoy the beautiful decorations. The cars are so covered with flowers that you cannot even see the wheels. Sometimes the floats look like big houses, a peacock, or a dragon. The car is hidden beneath a wire frame. Flowers are put into the wire so close together that you see nothing but the lovely colors in some beautiful shape and design. Millions of flowers are used on the floats.

KEEPING TO THE POINT

Every sentence in the paragraph should be about the topic. Sometimes people jump from one topic to another; then it is hard to follow their thoughts.

Practice 2 — Testing Sentences with the Topic Thought

In each of these three paragraphs there is one sentence that does not belong to the topic. Which is it?

CLOTHING ONE ANOTHER

In different parts of the world people make cloth that goes far away to be made into clothes for other people. Cotton from our farms in the South is sent to China and to other lands. Silk from the silkworms in Japan is worn in our country. The linen from Ireland is made into dresses in France. Meat comes from our western farms, too.

WINTER FUN

Winter carnivals are held each year in the North. There are skating races, ski-jumping contests, and toboggan slides. Many people go ice-boating on the frozen lakes. Everyone wears warm clothing, and takes part in the fun. I like to swim in summer.

MEASURING TIME WITH A CANDLE

A long time ago before there were any clocks or watches, one wise king measured time with a candle. He marked off the candle with stripes around it. When the candle burned down to the first stripe, about

an hour had gone by. You see how people could tell when two or three hours had passed, don't you? This king fought many wars.

BUILDING IDEAS WITH SENTENCES

Every sentence in the paragraph should add something about the main thought. Sometimes one of the sentences will halt your thought, as one automobile can halt a whole line of cars in traffic. Each sentence should carry the thought along. No sentence should just repeat the thought of the sentence before it.

Practice 3 — "Keeping Traffic Moving"

Which sentence in each of these two paragraphs is "holding up traffic" by repeating ideas?

OUR NATIONAL SONG

Until a few years ago our country had no special national song. Then a law was passed that made "The Star-Spangled Banner" our real national song. They made it our national song. We have sung this song for many years. Now the people of other countries think of it as the American national song.

A WELCOME FOR THE FAMOUS

When any famous man or woman comes to New York, there is a big parade on Broadway. People lean out of the office windows and wave and throw down torn-up papers and colored streamers. Crowds stand along the street curb. The famous person is carried along the street in an automobile filled with flowers. Motorcycle policemen clear the way. You would

never forget the excitement and thrill if New York gave you such a welcome. You would always remember the excitement.

MAKING A GOOD START

If you have ever been in a race, you know that a good start is important. If you want to interest someone in what you are saying, a good start is important, too. Have you ever listened to someone who took so long to get started on what he was telling that you wondered what he was going to tell? In making a paragraph, let your first sentence show what you are talking about.

You would know that this sentence was going to begin a paragraph about safety and traffic rules:

Driving would be easier and safer if all cities had the same traffic rules.

Can you tell from this first sentence what the main thought of the paragraph will be?

Many interesting things happen every day.

A dull letter-writer may begin his letter by writing:

I thought I would just sit down and write a letter to you today.

Don't waste time and tire your listeners by using sentences that really mean nothing. Start right out to talk or write about *something*, and make your first sentence tell what that something is. Then it will be a real *topic sentence.*

Practice 4 — Discovering the Topic from the First Sentence

If these are good first sentences, you should be able to guess what the topic of the paragraph will be. Can you? Are Sentences 4 and 6 as good as the others?

1. In a sailboat race the important thing is to know how to handle the sails.
2. Did I ever tell you about the time when I was homesick?
3. Using a road map is easy if you know what the lines and marks mean.
4. The keepers were sure they would be safe together.
5. Our dog seems to know which people will be his friends as soon as he meets them.
6. It was a long time ago.
7. We have playground rules at our school, so that everyone can play safely.

Practice 5 — Making Good First Sentences

Think of a good topic for a paragraph. You can use one of these that follow or one of your own. Make up a good first sentence. Give it to the class orally. If they can guess what your topic is, you have probably made a good start with your first sentence.

Hunting with Dad — Being Saving
A Funny Mistake — Birds Are Friends
Keeping Cool in Hot Weather

KNOWING WHEN TO STOP

There is one other important rule about making good paragraphs. Stop when you have told what you wanted to say. Some people drag out the ending of a paragraph as they drag out their farewells when they leave a friend's home. Let your last sentence give an important idea on the main thought. Do not spoil it by adding another. Have you ever had a letter that ended with this useless sentence?

Well, I think I'll have to stop writing now.

Can you think of other times when people did not know how to end what they were saying or writing?

Practice 6 — Finding the Place to Stop

Some of these paragraphs have good ending sentences. Others do not. Read them carefully. Tell which ones end well. Your test is, "Does the last sentence tell something new, important, and interesting about the topic?"

THE BEGINNING OF ARITHMETIC

Before people knew much about arithmetic, as we study it today, they used their fingers for counting. Of course, that meant that they counted by fives and tens. So today we have ten pennies in a dime and ten dimes in a dollar. Our number *twenty-three* really means two tens and three. How do you suppose early man showed someone that he wanted twenty-three skins or twenty-three arrows? How do you think he showed it?

NEW PIONEERS

There are pioneers today just as there were in the early days of our country. These new pioneers may be flying over miles of ice and snow in the coldest places in the world. They may be trying a new kind of airplane to see if it is safe for flying. They may be working on something that will cure many of the sick. These new pioneers need just as much courage and patience as the pioneers who built their homes in this strange land years and years ago.

MAKING CARTOON MOVIES

Whenever I see one of those funny movies of animals or bugs, I think of all the people and work that were needed to make it. The story is made up first. Then someone draws pictures of the important happenings. After that, dozens of people are put to work drawing the pictures that go between these important ones. Each picture has to be just a little different from the one before. If a rabbit is to be shown hopping, the changes in his feet and body are made a little at a time. When the pictures are run through the machine, the rabbit seems to be moving. That is why the rabbit seems to move.

AN EASY WAY TO MAKE PUPPETS

We always thought a puppet show was too much work until we learned an easy way to make puppets. We bought a lot of big colored rubber sponges. These we cut to make animals and people. We fastened arms and legs and heads on with rubber cement. By using different colors we could make Peter Rabbit and Brer Fox and other puppets look very real. The rubber

sponge was soft; so the ears and tails wiggled when we moved them, as though the animals were alive. You can make these rubber puppets in just a little while.

JUDGING YOUR PARAGRAPHS

You can judge your paragraphs by these standards that you have now learned.

Standards for a Good Paragraph

1. **Every paragraph should have a main thought or topic.**
2. **Every sentence in the paragraph should be about the topic.**
3. **Each sentence should help to build the paragraph by adding a new, important idea about the topic.**
4. **The first sentence should give the paragraph thought a good start.**
5. **The paragraph should end with an interesting, lively sentence.**

Whenever you need to write paragraphs this year, turn to these standards and test your paragraphs by them. The standards will fit either your oral or your written paragraphs.

WHEN DO YOU USE A PARAGRAPH?

Every time you say or write several sentences about the same thing you have a chance for a good paragraph. Here are some of the times at school when you give oral paragraphs:

When you give a current event report
When you give a report on a book you have read

When you give a talk in your geography class on something you have read

When you tell something that happened on a trip or at home

Here are some times when you probably write paragraphs:

When you write a letter for or with your class

When you write something for your class newspaper

When you keep a diary of the things you are studying in school

When you write a report to read in a program on "Butterflies" or "Switzerland" or whatever you are studying

A Practice Test

Write out a paragraph about something that you are studying in health, nature, reading, or geography. Look at the standards just before you write. Make the best paragraph that you can. Read it to the class. Have them tell you whether or not you followed all the five rules.

SECTION IV

WORD HABITS

Do you ever wonder how a baseball player can bat a ball for a home run, time after time? He has practiced until his mind, eyes, and arms work together perfectly. You haven't always been able to throw a ball straight or bounce a ball without missing it. You have practiced until your hands and arms have the habit of doing what you wish.

Habits may either help you or cause you trouble. Name some habits of both kinds.

If you want to stop a poor habit, the best way is to make a good habit to take its place. This change does not take long, if you think about it hard enough right at the start. How long did it take you to learn these three good habits?

To hang up your coat and hat when you come into the house

To put your playthings away when you stop playing

To say "Please" and "Thank you" at the right times

You use some words so often that you say them almost without thinking. Then your speech is a *habit.* If you have good speech habits now, you will probably always speak well. If you have poor speech habits, you can change them now more

easily than you can later. Every time you say a word wrong, you make that bad habit stronger. Poor speech habits are like measles. You catch them from other people who have them. Then you must work hard to get rid of them.

People sometimes have some sickness that they do not know about. You may have poor speech habits, too, that you do not know you have. Most people have a doctor's examination at least once a year to be sure that they are well and strong. Your teacher is your language doctor. She will make an examination of your word habits at the beginning of the year. You can help her by watching your own word habits. When you have been told what poor word habits you have, it will be your own work to correct them, just as you would work hard to get well by following a doctor's directions.

EXAMINING YOUR WORD HABITS

Test I — Testing Your Eyes

Some of these thirty sentences are correct. Others have words in them that are not correct. Number a paper from 1 to 30. After the number write *correct* if all the words in the sentence are good usage. If not, write the sentence, using a better word or words for the poor word.

EXAMPLES:

a. Where have I seen you before?
b. This is the book what I want.

ANSWERS:

a. Correct

b. This is the book *that* I want.

1. The bus had gone when I arrived.
2. The dentist ain't in his office after five.
3. The ball went through the window when we throwed it.
4. How much have you grew this year?
5. Mother and I will meet you at noon.
6. We come to get your magazine after you had gone.
7. Tad seen the circus twice.
8. Max and me like to go fishing together.
9. This isn't the same road, I'm sure.
10. We threw our coats on the ground and had a race.
11. Wild grapes growed along the fence.
12. Seven boys came to the club meeting.
13. Bring the box what is on the table.
14. The boys have done most of the hard work.
15. Have you ever seen the Northern Lights?
16. We have went swimming later than this.
17. Who done this?
18. Give me the ticket that he left for me.
19. Where was you yesterday?
20. Charles has ate up most of the cake.
21. The doctor ask me how I felt.
22. The dog run just as fast as I did.
23. Has the lake frozen over yet?
24. The boy was sorry that he had wrote in the book.
25. The stone had broken the window.
26. He throwed the towel over the chair.
27. Have you chosen your captain yet?

28. The chairman has spoke about the report.
29. How tall you have grown!
30. They was nobody at home.

Test II — Testing Your Ears

Before you can improve your word habits, your ears must be trained to hear the difference between good and poor words. Then you will notice your own mistakes and correct them.

Number a paper from 1 to 20. As these sentences are read to you, put a *C* after the number if all the words are correct. Put an *M* after the number if you hear a mistake in the sentence.

1. You are my choice for captain.
2. We ain't used our radio for a week.
3. The boys have took their suppers with them.
4. The fish begun to bite as soon as we threw out our lines.
5. Have you wrote to your uncle to thank him for your book?
6. You were away in the car when we left.
7. The leaves aren't so pretty this year.
8. Was that cup broke at the party?
9. He couldn't remember what he had ate.
10. We run when we heard the bell.
11. The river is all frozen over now.
12. Was you planning to go?
13. Ain't the other boys playing with us?
14. Have you give your old clothes to the poor?
15. How long have you knew those people?
16. There is six books on the table.
17. Bob and I haven't any money.

18. Them apples are not ripe yet.
19. Is that money all yourn?
20. He ran after the fire truck.

From these two tests and from the reports of your language doctor, who has been examining your word habits, you can decide what practices you need to work upon to improve your word habits.

IMPROVING YOUR WORD HABITS

Four things will help you to correct and improve your word habits.

1. *You must know what words you do not use correctly.* That is why you have taken these tests and asked your language teacher to study your word habits. Look over the list of common errors. Do you make any of those mistakes?

2. *You must really want to improve your speech and writing.* Practice will not do you any good unless you really want to form the better word habit.

3. *You must keep on practicing until the correct form sounds right to you and you use it without having to think whether it is right or not.*

4. *You should try to correct a few mistakes at a time.* If you practice on too many at once, it will be hard to form the right habits.

A List of Common Errors

From this list make up the list of word habits you need to practice upon. Will all of you need to practice on the same list? Perhaps you will

need to put some words on your list that are not given here.

Wrong	Right
he *ain't*	he *isn't*
you *ain't*	you *aren't*
I *ain't*	*I'm not*
me and Mother went	Mother *and I* went
throwed the ball	*threw* the ball
the plants *growed*	the plants *grew*
he *knowed* it	he *knew* it
we *seen*	we *saw*
he *done* it	he *did* it
the dog *run* fast	the dog *ran* fast
he *come* too late	he *came* too late
he *has grew*	he *has grown*
he *has ate*	he *has eaten*
have did the work	*have done* the work
have went swimming	*have gone* swimming
has froze	*has frozen*
had wrote	*had written*
was broke	*was broken*
have took	*have taken*
have give	*have given*
them apples	*those* apples
the box *what* he had	the box *that* he had
you *was* tired	you *were* tired

Gone, *Seen*, and *Done*

Practice 1 — Reviewing Gone, Seen, *and* Done

Read these questions and call on someone in the class to read each answer, putting in the right word.

Remember that *gone, seen,* and *done* all need some helping word like *has, have, had, is,* or *was.* The words that are used without helpers are *went, saw,* and *did.*

1. What *have* you *done* to that picture? I *haven't* _____ anything to it.
2. How long *have* they *been gone?* They *have been* _____ more than an hour.
3. Did you see them before they *went?* No, they _____ while I was asleep.
4. Where *have* I *seen* you before? You *may have* _____ me at church.
5. Do you know who *did* the painting? No, it *had been* _____ when I came.
6. The circus *went* down this street, didn't it? I don't know. It *had* _____ before I got here.
7. *Have* you ever *seen* a glider? Yes, I _____ one flying at the fair.
8. Could they *have gone* to the park? No, I think they *have* _____ swimming.
9. What birds *have* you *seen* in the woods? I *have* _____ cardinals and woodpeckers.
10. Who could *have done* that to the birds? I think the cat _____ it.

Isn't and *Aren't*

Practice 2 — Reviewing Isn't

Sometimes children use *ain't* instead of the right word, *isn't. Ain't* is one of the mistakes that you should try very hard to correct.

Read aloud the sentences on the next page.

1. My cap *isn't* where I left it.
2. Your name is Ned, *isn't* it?
3. *Isn't* this a beautiful day!
4. He *isn't* going with us, is he?
5. That *isn't* the way to do it.

Put the right word in the blank spaces, and read the sentences to the class.

1. Why _____ he here when he said he would be?
2. _____ this the wrong package?
3. The garden _____ doing so well this spring.
4. That _____ my book.
5. _____ that ball out of bounds?
6. Why _____ there school next Monday?
7. Mother _____ coming with us.
8. The color _____ as dark as I like it.

The word *ain't* is often used in place of *aren't*, too. When you are talking of more than one person, you should say *they aren't* or *we aren't*. *Aren't* is used with *you* whether *you* means one or more than one person. You will need much thoughtful practice if you have the *ain't* habit.

Practice 3 — Using Aren't

Read these sentences aloud:

1. There *aren't* any children absent today.
2. Cotton clothes *aren't* so warm as woolen.
3. Dad and Mother *aren't* going to the picnic.
4. Why *aren't* the flowers blooming?
5. You *aren't* tired yet, are you?

6. All of you *aren't* going to ride in one car, are you?
7. We *aren't* going swimming until sundown.
8. There *aren't* many fish in this lake.

Read these sentences, putting *aren't* in the blank spaces.

1. The lights _____ burning on your car.
2. The trappers _____ afraid of the cold.
3. Why _____ you packing your suitcase?
4. There _____ many signs on this road.
5. You _____ going to climb to the top, are you?
6. There _____ any pennies in your bank.
7. _____ you tired of reading by this time?
8. The lunch baskets _____ where you left them.

Your hardest problem will be to decide whether to use *isn't* or *aren't.* Remember that if you are talking about one person or thing, *isn't* is the word to use. If you are talking of more than one person or thing, or using the word *you, aren't* is the right word to use.

EXAMPLES:

The car *isn't* in the garage. (There is just *one car.*)

She *isn't* my cousin. (*She* is just *one* person.)

Those schools *aren't* very far apart. (There are *two* schools.)

Aren't you Mr. Alfred's son? (*Aren't* is used with *you.*)

Practice 4 — Using Isn't *and* Aren't *Correctly*

Put *isn't* or *aren't* in each of these sentences:

1. Which boy _____ afraid to dive first?
2. Those arithmetic problems _____ hard.

3. _____ you going to play baseball with us?
4. _____ Betty your neighbor?
5. Labor Day is on Monday, _____ it?
6. _____ those your carpenter tools?
7. That road _____ so smooth as this.
8. _____ the colors in our flag the same as those?
9. The glass _____ cracked.
10. You _____ waiting for me, are you?

Other Words That Need Helpers

There are other words that need a helping word like *have*, *has*, *had*, *is*, *are*, or *was*. *Eaten*, *written*, *taken*, *broken*, *frozen*, and *chosen* are some of these words.

Words that mean the same, but are used without helpers, are *ate*, *wrote*, *took*, *broke*, *froze*, and *chose*.

Practice 5 — Using Eaten, Written, *and* Taken

Put the right word in the blank space in each sentence. The word at the end of the line will help you by telling you the meaning.

1. They have _____ the flowers to the hospital. (take)
2. The Chinese have _____ rice for years and years. (eat)
3. Eugene Field has _____ many poems. (write)
4. Many children have _____ interesting stories. (write)
5. They have _____ down the decorations. (take)
6. Have the plants been _____ inside for the winter? (take)

7. This paper is _____ more clearly than that. (write)
8. Have you _____ your breakfast? (eat)
9. They have _____ all the sandwiches. (take)
10. The address has been _____ clearly. (write)

Practice 6 — Using Broken, Frozen, *and* Chosen

Put the right word in the blank space in each sentence. The word at the end of the line will help you by telling you the meaning. Notice that there are helping words in all these sentences.

1. Freezing has _____ the pipes. (break)
2. The water in our car radiator has _____. (freeze)
3. Has the lock been _____ long? (break)
4. The cream has _____ in the icebox. (freeze)
5. The people have _____ their governor. (choose)
6. The club has _____ its rules. (break)
7. The ice has _____ over the lake. (freeze)
8. Yellow and blue were _____ as our colors. (choose)
9. The window was _____ during the game. (break)
10. Seven is the number he has _____. (choose)

Began and *Ran*

Began and *ran* are two more words that some of you need to study. Read this sentence:

School *began* on the first Tuesday in September.

Some children use *begun* in that sentence, but *begun* is another word that always needs a helper like *have, has, had, is,* or *was.*

The band *had begun* to play.

Practice 7 — Using Began *and* Begun *Correctly*

Copy these sentences, putting *began* or *begun* in the blank spaces. Be sure you understand the examples just given.

1. Thanksgiving Day _____ the year after the Pilgrims landed.
2. Children *have* _____ to play golf.
3. I _____ to sew when I was playing with dolls.
4. *Have* you _____ to read *The Norwegian Twins* yet?
5. The radio _____ to crackle and bang.
6. The leaves *have* _____ to fall already.
7. Our tent _____ to leak.
8. Max *hasn't* _____ his music lesson yet.

Ran is used without a helper, too. *Run* is the right word to use with a helper.

We *ran* all the way to the library.
He *had run* farther than the other boys.

Practice 8 — Using Ran *and* Run *Correctly*

Copy the eight sentences, using *ran* or *run* in the blank spaces. Study the two examples.

EXAMPLES:

The boat *ran* aground on a sand bar.
That's the longest race I *have* ever *run.*

When you have written the sentences, read them aloud to the class.

1. We _____ into the car because it had no tail lights.
2. Carl _____ to get the paper away from the dog.
3. The girls *had* _____ into the house during the storm.
4. The stream _____ slowly in that place.
5. Our supply of paint *has* _____ out.
6. The player _____ down the field with the ball.
7. He _____ the car into a parking space.
8. What films *have* they _____ this afternoon?

You Are and *You Were*

We all use the word *you* many times every day. If you have the habit of using the wrong words with it, you should start right away to correct your habits. The oftener you say the wrong words, the harder it is to change your habits.

Are and *were*, not *is* and *was*, are the words to use with *you*.

Practice 9 — Using You Are *and* You Were

Read these sentences aloud:

1. *You were* going riding when I saw you.
2. *You are* walking too fast for me.
3. Where *are you* camping this summer?
4. What *were you* doing with those balloons?
5. How far *are you* going on your trip?
6. What *were you* saying when I came?
7. *Aren't you* coming along?
8. *Weren't you* surprised?

***Practice 10 — Using* Are *and* Were *with* You**

Read these sentences, filling the blanks with *are:*

1. If you _____ in New York, go to see the ocean steamers.
2. When you _____ older, you can drive the car.
3. You _____ sunburned.
4. _____ you having a good time?
5. When _____ you going to wash the car?
6. _____n't you getting sleepy?

Read these sentences, filling the blanks with *were:*

1. While you _____ studying, I made a map.
2. If you _____ a year older, you could be a Scout.
3. _____ you ever in Canada?
4. What food _____ you planning for the picnic?
5. You _____ my choice for captain.
6. _____n't you interested in that book?

Is, *Are*, *Was*, and *Were*

Is and *are*, *was* and *were*, are hard words to use correctly. Either *is* or *was* is correct when you are talking of one person or one thing.

That *box was* too long. (One box)
She is my best friend. (One girl)
There *is* the *ball* you lost. (One ball)

Either *are* or *were* is correct when you are talking about more than one person or thing.

Those *leaves are* moving in the wind. (Several leaves)
We were planting bulbs in our garden. (More than one of us)
There *are* four *books* that I want to read. (More than one book)

Practice 11 — Using There Is *and* There Are

Read the questions. Call on someone to answer each one. Remember to use *is* and *are* correctly.

1. How many days *are there* in June? There _____
2. How many children *are there* in your room? There _____
3. *Isn't there* a fairy story in your reader? There _____
4. *Is there* a holiday in May? There _____
5. How many boys *are there* in your room? There _____

Practice 12 — Using Is, Are, Was, *and* Were *with* There

Some of these sentences are correct. Others have the wrong word used with *there*. Number a paper from 1 to 10. After each number put *C* if the sentence is correct. If the sentence is not correct, write the word that should be used in place of the underlined word.

Use* is *or* was *when talking about one.

Use* are *or* were *when talking about more than one.

1. There are beautiful colors in the rainbow.
2. There is two large elm trees in our yard.
3. There were a bird's nest near our porch.
4. There are two roads from here to Milwaukee.
5. There was too many cars in the way.
6. Was there a sign on that road?
7. Was there elephants in the circus?
8. Wasn't there a sandwich left for you?

9. Weren't there more flowers than you wanted?
10. Were there a letter for me?

Ours, Yours, Theirs, Hers, and *His*

Ours, yours, theirs, hers, and *his* are words to watch carefully. Sometimes people make mistakes and say *ourn* or *yourn* or *hisn.* Just a little practice will help you to say these words correctly.

Practice 13 — *Using* Ours, Yours, Theirs, Hers, *and* His

Read these sentences aloud. Pronounce the underlined words very clearly.

1. Are these marbles yours?
2. Mrs. Andrews said the flowers were ours.
3. Is the house on the corner theirs?
4. Ben asked if the dog were his.
5. The coat on the chair is hers.
6. It isn't mine, it's his.
7. Those crayons are yours.
8. The plan was not mine but theirs.
9. The first desk in this row is hers.
10. Father says that the pony is ours.

Practice 14 — *Using* Ours, Yours, Theirs, Hers, *and* His

Fill in the blank space with the word that means *belongs to you, to him, to us, to them,* or *to her.* The word at the end will tell you which word to use.

1. Those flowers are _____. (her)
2. Is this swimming suit _____? (you)

3. You can always tell which room is _____. (him)
4. Are you sure this car is _____? (them)
5. That puppy looks like _____. (us)

Practice 15 — Using What *and* That *Correctly*

What is used in asking a question.

What is the price of the tickets?

It should not be used for *that* in sentences like these:

Is this book the one *that* you wanted?
Those are the sandwiches *that* Nora made.

Read these sentences aloud, using *that* in the blank spaces.

1. You are the partner _____ I chose.
2. This is the basket _____ we used.
3. Where is the house _____ burned?
4. This is the storm _____ we expected.
5. Is Helen bringing the flowers _____ we picked?
6. Yellow is the color _____ I enjoy.
7. Is this the address _____ we are looking for?
8. Chrysanthemums are flowers _____ last a long time.

PRONUNCIATION

The habit of pronouncing words clearly is very important. Your dictionary will tell you how the word should be pronounced, but you will have to form the habit of saying it correctly.

Practice 16 — Pronouncing Words about Language

You have had some new words to learn in your language work this year. Can you pronounce them all correctly?

abbreviation	capitalize	directory
address	contraction	exclamatory
apostrophe	conversation	punctuation
arrangement	dictation	quotation

If you cannot pronounce them, use your dictionary. Notice that they are arranged in alphabetical order, as you will find them in the dictionary. Pronounce each word clearly several times.

Practice 17 — Pronouncing Common Words Clearly

Listen to the way in which you and your classmates pronounce common words. Which ones are not said clearly? Make a list of the words that your class needs to practice. Are any of these words among them?

again	would have	get	because
let me	picture	pretty	just
used to	can't you	often	wouldn't

A Test of Word Habits

Take this test of your word habits after you have studied all these practices. Some of these sen-

tences are correct. Others have incorrect words in them.

Number your paper from 1 to 25. After each number write *C* if the sentence is correct. If there is an incorrect word in the sentence, *write the correct word* on your paper.

EXAMPLES: 1. That tall vase is hern.
2. The boys have eaten their lunch.

ANSWERS: 1. hers
2. C

1. The vacation has went too fast.
2. What have they done with the old balls?
3. He seen the mistake right away.
4. The crippled girl liked the doll what I gave her.
5. Father has went to the office.
6. Cecil and me are planning a trip.
7. He ain't the best player on the team.
8. The angry pitcher threw the ball on the ground.
9. Daisies growed all over the field.
10. Father had ate before we got up.
11. That's the first poem I have ever written.
12. Has he took you to his workshop yet?
13. The cookies were all broke when we opened the box.
14. The bells and whistles begun to sound.
15. I am almost froze.
16. The man run to the firebox to put in an alarm.
17. We ain't the first ones here, are we?
18. You are the best reader in the class.
19. Where was you when I called?
20. There is a fine movie in town.

21. There is some good books about the jungle.
22. Are you sure this money is ours?
23. They made the cake; so what is left should be theirn.
24. Are those pears ripe?
25. I don't believe the fault is yourn.

SECTION V

CAPITAL LETTERS

Capital letters are pointers. They point out the beginnings of sentences. They also point out names of people, cities, streets, holidays, and many other special things. We would be surprised if we saw a story printed all in small letters. It might even be hard for us to read.

Letters or stories that you write are just as hard to read if you do not use capitals where they belong. Last year you learned the rules that you needed most to know how to use. This year you will learn more rules for using capital letters.

TESTING WHAT YOU HAVE LEARNED

This is a test of what you learned in the third grade about capital letters. Each of these ten sentences has one or two words that should be capitalized. Number your paper from 1 to 10. After each number write correctly the word or words that should be capitalized in the sentence. Give the class your reason for writing those words with a capital letter.

1. We all like that poem by rose fyleman.
2. Father said that i should know how to swim.
3. Our club goes for a hike every saturday.

4. I am always tired of vacation when september comes.
5. would you like to camp all summer?
6. There is a filling station on fifth street.
7. The World's Fair was in chicago.
8. People go to florida for the winter.
9. The United States is the only country that celebrates thanksgiving day.
10. This must be the wrong road. did you watch the signs?

When you have corrected your test paper, you can tell which of the rules that follow you need to study.

Review of Third-Grade Rules

Can you use all these rules correctly?

Begin with a capital letter:

1. The names of people

   Adam Beckwith
   Robert Louis Stevenson

2. The word *I*

   Are you taller than I?
   I like to go to the museum.

3. The names of the days of the week

   Sunday, Monday, Tuesday, Wednesday, Thursday, Friday, and Saturday are the days of the week.

4. The names of the months

   Our coldest months are December, January, and February.

The spring months are March, April, and May.
The autumn months are September, October, and November.
June, July, and August are warm months.

5. Every sentence

Why is it still warm after the rain?
There are three hundred sixty-five days in a year.

6. The names of streets

The library is on Carlton Avenue.
The bus runs on Bartlett Street.

7. The names of cities

On our trip we stopped in Denver, Salt Lake City, San Francisco, and Los Angeles.

8. The names of states

Massachusetts, New York, Virginia, and North Carolina are eastern states.
Winters are warm in Mississippi, Texas, Louisiana, and Alabama.
On the western coast are Oregon, California, and Washington.

9. The names of holidays

We call the Fourth of July our country's birthday.
There are about three weeks between Thanksgiving and Christmas.

If you play baseball, you know how much you need to practice before you get the habit of pitching the ball well. You have to think about each ball as you throw it, too. Just tossing the ball any way will not make you a better pitcher.

Your habits of writing are just like that. You need to practice and to think about the habit you are trying to build. Some review practices for capital letters are suggested here.

Practice 1 — Making a Class Directory

Make a directory that will give the names and addresses of each pupil in your class.

Arrange the names alphabetically by the last names. These names are arranged in that order:

William Anderson
Sam Barton
Dorothy Clayton
Helen Mitchell

The directory can be made on the blackboard. You may each make a copy. Which two rules for capitals will you be practicing in this exercise?

Practice 2 — Planning a Trip

Collect some road maps to bring to school. Plan a two weeks' auto trip. Make a list of the cities and states that you could visit. You may each write your list on the blackboard, so that the other children can follow your trip on the map with you.

Which two rules for capitals are you practicing in this exercise?

Practice 3 — Making a Holiday Calendar

Get a big calendar for your classroom. It should be one that has the holidays marked in colored

figures. Beginning with September, make a list of the holidays, the days of the week, and the time of the year when they come. You will find this holiday calendar very useful. One day in your list may look like this:

Halloween — Thursday — October 31

What three rules for capitals will you be practicing in this exercise?

NEW RULES FOR THE FOURTH GRADE

You will study several new rules for capital letters this year. You have probably noticed that your geography and reading books use a great many capital letters for which you do not know the reason. Some of these will be explained to you now. Then you can use the rules correctly, too.

1. The names of *countries* begin with capital letters.

People came from *England,* from *Spain,* and from *Holland* to settle in *America* in the early days.

Lindbergh went to *Mexico* for our country.

2. The name by which the *people of a country* are called begins with a capital letter.

The people of Holland are called the *Netherlanders.*

The home of the *Swiss* is Switzerland.

The *French* are the people of France.

The *Canadians* live in Canada.

3. The names of *rivers* begin with capital letters.

The longest river in our country is the *Mississippi River.*

The city of Washington is on the bank of the *Potomac River.*

The scenery along the *Hudson River* is beautiful.

The *Nile River* is in Egypt.

4. Every line of poetry begins with a capital letter.

In a story every sentence begins with a capital letter.

In a poem, every line, whether it is the beginning of a sentence or not, should have a capital letter.

> Little brown potato,
> You have so many eyes,
> I'm sure that you must see everything
> From the earth up to the skies.
>
> — Class Poem

5. The first word of a *direct quotation* begins with a capital letter. When you tell what someone else has said, you are *quoting.* A *direct quotation* is the exact words that the other person said. In these sentences the exact words of the speakers are underlined. They are the *quotation.*

The officer said, "The speed limit is twenty-five miles."

"Will you buy my ticket, too?" the boy asked.

Even though the quotation begins in the middle of the sentence, it should begin with a capital letter.

The postman said, "There are two cents due on this letter."

The waitress said, "Will you have fruit or cereal?"

Practice 4 — Capitalizing the Names of Countries

Rule 1. The names of countries should begin with capital letters.

There are many countries in the world. Our own United States is one. Put a list of other countries on the blackboard.

Copy these sentences, putting the right capital letters in the blank spaces:

1. There are many mountains in __witzerland.
2. Children in __apan wear kimonos.
3. The Queen of __pain gave Columbus his ships.
4. Dikes keep the sea from flooding the country of __olland.
5. At Detroit you can drive over a bridge into __anada.
6. Many of our soldiers were sent to __rance during the World War.
7. You can see the "Midnight Sun" in __orway.
8. The people of __taly have very dark hair and eyes.

Practice 5 — Capitalizing the Name of the People of a Country

Rule 2. The name by which the people of a country are called should begin with a capital letter.

Notice the ten countries and the ten peoples in this list. Sometimes the name of the people is very much like the name of the country, as *Russians* and *Russia*. Sometimes the name of the people is different from that of the country, as *Dutch*, or *Netherlanders*, and *Holland*.

Country	*People*	*Country*	*People*
France	French	Mexico	Mexicans
Italy	Italians	Ireland	Irish
Russia	Russians	England	English
Poland	Polish	China	Chinese
Norway	Norwegians	Japan	Japanese

Copy these sentences, writing in each blank space the name of the people. Remember to begin each one with a capital letter.

1. The _____ (people of Norway) are usually tall and strong with light hair and blue eyes.

2. Some of our great-grandparents were _____ (people of England).

3. There are many Indians and _____ (people of Mexico) living in the southwestern part of our country.

4. The _____ (people of China) and _____ (people of Japan) look alike to me.

5. The _____ (people of Russia) have large farms on which many persons work together.

Practice 6 — Capitalizing the Names of Countries and People

Copy these sentences telling of a trip around the world. Be sure to use capital letters for the names of all countries and peoples.

A TRIP AROUND THE WORLD

In my dream a magic airplane took us across the ocean to a small country where the people talked english and looked like the people of the united states. It was the busy country of england with ships and factories. Then we flew over the low country of holland, where windmills and canals could be seen. On to france and germany and up to the mountainous country of switzerland we flew. Someone told us that there was no swiss language. The swiss people all speak german, french, or italian. They speak the language of the people who live nearest to them. Before we could catch our breath we were flying over the desert of arabia and watching the arabs weaving their beautiful rugs. Just as I was about to tell the pilot that I'd like to visit egypt, russia, and italy, too, I woke up.

Practice 7 — Capitalizing the Names of Rivers

Rule 3. The names of rivers should begin with capital letters.

Copy these sentences. Begin the names of rivers with capital letters.

1. The nile river overflows and leaves rich soil along its banks each year.
2. Salmon are caught in the columbia river.
3. The missouri river is very muddy.
4. The pioneers sent furs down the ohio river on rafts in the early days.
5. Water from the Great Lakes flows into the st. lawrence river.

Practice 8 — Capitalizing the Beginning of Each Line of Poetry

Rule 4. Every line of poetry begins with a capital letter.

This is a good rule to remember and an easy one to learn. You will often want to copy favorite poems or to write poems of your own. In copying poetry, be very careful to copy the lines as they are written by the poet.

Write your favorite poem for the class to enjoy. Copy it neatly. Remember the capital letter at the beginning of every line. Put your papers on the bulletin board, where your classmates can read your poem if they wish.

Grasshopper Green is a comical chap;
  He lives on the best of fare.
Bright little trousers, jacket, and cap,
  These are his summer wear.
Out in the meadow he loves to go,
  Playing away in the sun;
It's hopperty, skipperty, high and low,
  Summer's the time for fun.

— Author Unknown

Practice 9 — Capitalizing Direct Quotations

Rule 5. The first word of a direct quotation begins with a capital letter.

You will use this rule when you are writing stories in which you repeat conversation.

These paragraphs give the conversation of a family that has just gone swimming in Great Salt Lake for the first time. You can tell the *direct*

quotations by the quotation marks. Copy the paragraphs, putting capital letters at the beginnings of the direct quotations.

Ted ran into the water and called out to the others, "come on in. The water feels so funny and heavy. I can't run in it."

Father called out, "be careful not to splash it into your eyes. The salt will make them smart."

Mother said, "sit down on the water, Mary. You won't sink."

"oh! Isn't this fun! Look, Daddy, I'm floating on my back and my feet feel so light. They just bob up all the time," cried Mary.

Practice 10 — Answering by Direct Quotations

Fill out the sentences below by giving answers to the questions. Remember the rule about capital letters for direct quotations.

1. Mother said, "What would you like to do this rainy afternoon?"
   Burton answered, "----------."
2. "Say, Lou, where have you been in that outfit?" asked Pat.
   "----------," said Lou.
3. "What is the date of Halloween?" asked Albert.
   "----------," said his mother.
4. Laura said, "How can you tell that a storm is coming?"
   Grandfather said, "----------."
5. "Why can't I wear my silk dress to school?" asked Florence.
   "----------," said Mother.

Practice 11 — Writing Conversation

Read some interesting story in your reader. Then write some exciting part in the form of conversation. Begin all direct quotations with capital letters.

Review Test of Fourth-Grade Rules

These sentences need capital letters because of the five rules you have learned to use this year. Number from 1 to 10 on your paper. Copy just the words that should be capitalized.

EXAMPLE: Did you visit belgium when you were in Europe? *Belgium*

1. An airplane can cross the united states in a little over twenty-four hours.
2. The pyramids in egypt are very old.
3. The arabians are desert people.
4. The Pilgrims were english people.
5. There is a new bridge across the potomac river.
6. An early colony was built on the james river.
7. This is from an old poem:

the man in the Moon, as he sails the sky,
is a very remarkable skipper.
but he made a mistake when he tried to take
a drink of milk from the Dipper.

8. The driver said, "let me see that road map. This can't be the right way."
9. "just hold the line. I'll connect you with Milwaukee," said the operator.
10. We took a long trip through canada this summer.

Final Test of Rules for Capital Letters

This is a test of both third-grade and fourth-grade rules for capital letters. The numbers at the end of the lines tell you how many capital letters you need to put into each sentence. Copy only the words that should be capitalized.

1. Many famous birthdays are in february. (1)
2. Mark Twain, who wrote *Tom Sawyer*, lived at hannibal, missouri. (2)
3. We have music on monday, wednesday, and friday. (3)
4. We put out flags on memorial day. (2)
5. The church is on the corner of washington avenue and baldwin street. (4)
6. This is part of a poem by eugene field:

   have you ever heard of the
   sugar-Plum Tree? (4)

7. do you know where i can buy a newspaper? (2)
8. *A letter heading:* 639 la salle boulevard
   detroit, michigan
   april 17, 1938 (6)
9. *An address:* mr. lester kline
   2406 market street
   san francisco
   california (8)
10. The missouri river flows into the mississippi river at St. Louis. (4)
11. People can travel from england to france by airplane. (2)
12. The norwegians and italians look very different. (2)

13. benjamin franklin said, "a penny saved is a penny earned." (3)

14. The librarian said, "we have some beautiful new books for you." (1)

15. The only holiday that is always on sunday is easter. (2)

A perfect score in this test is 46. What was your score?

SECTION VI

PUNCTUATION

You will always find that it is easier to make someone understand what you mean when you are talking than when you are writing. The tone of your voice helps to give your words meaning. *Punctuation marks* are the periods, commas, and other marks that help to make readers understand what printed and written sentences mean.

Just as everyone knows that a red traffic light means *stop*, so everyone understands what a period at the end of a sentence means. If everyone did not know the rules or did not use the same rules, do you see that the punctuation marks would not help to tell meaning? Everyone who drives a car has to learn traffic rules. Everyone who writes has to learn punctuation rules, so that he can make his commas and periods say what he wants them to say to his readers and so that he will be able to understand the meaning of such marks when he reads.

SENTENCE-ENDING MARKS

The marks that are used to show the end of a sentence are the punctuation marks that you will need to use and to understand most often.

A period is used at the end of a sentence that tells something.

A question mark is used at the end of a sentence that asks something.

An exclamation mark is used at the end of a sentence that shows excitement or strong feeling.

In deciding upon sentence-ending marks, think first about the meaning of the sentence itself. Be sure it is a clear, complete sentence. Then use the mark that shows whether you are telling something, asking something, or expressing excitement.

Practice 1 — Using Sentence-Ending Marks

Copy this paragraph, putting the correct sentence-ending marks after each sentence:

The children and their mother were watching the polar bears at the zoo There were two small cubs and one large bear Suddenly one of the cubs pushed the other one backward into the pool of water

"Oh, Mother," said Dora, "won't that little bear drown" Her mother smiled and shook her head

"Look, Dora," said Frances, "you're missing things Wowie What a cuffing he got I guess the mother bear thought he needed to be spanked for ducking the other cub"

Copy these sentences, putting the correct ending marks after each:

1. The Indians traded fur for guns
2. Don't move! You'll fall
3. The sap from maple trees is made into syrup
4. Isn't this the last day of the month
5. John Muir invented a clock that tumbled him out of bed each morning

6. Imagine having three radios in the house
7. What time shall we expect you
8. There are many train tunnels through the mountains
9. Is it true that you can drive through a tunnel under the Hudson River
10. Gracious! What a tall man he is

ABBREVIATIONS

There are styles in writing as well as in clothes. One of the new styles in writing is to use very few *abbreviations*. An *abbreviation* is a short way of writing a word. Your fathers and mothers had to learn many abbreviations and their meanings. Since people do not use many now, you will learn only the few that you will need.

All abbreviations are followed by periods.

The Hour of the Day

You have seen the train times posted in a railroad station or the time of radio programs printed in the newspaper. Three abbreviations are used to show the hour of the day:

A.M. or a.m. — before noon
M. or m. — at noon
P.M. or p.m. — after noon

8:05 A.M. means five minutes after eight o'clock in the morning.

3:45 P.M. means forty-five minutes after three o'clock in the afternoon.

12:00 M. means twelve o'clock, noon.

12:00 P.M. means twelve o'clock, midnight.

Practice 2 — Writing Abbreviations

Write the abbreviations for the following:

Thirty minutes after nine o'clock in the morning
Eleven o'clock in the morning
Eight minutes after seven o'clock in the morning
Twenty minutes after one o'clock in the morning
Seventeen minutes after six o'clock in the evening
Ten o'clock at night

Did you remember the periods after all of the abbreviations?

Words in an Address

In writing an address you may need to use some abbreviations. Post-office workers ask us to write out most of the address. *Always write out the name of the state* because abbreviations are easily misunderstood. These words in an address are usually abbreviated:

Dr. — Doctor (for a dentist or doctor)
Mr. — Mister
Mrs. — Mistress (for a married woman)

Miss is not an abbreviation; so it should not have a period.

When initials are given instead of names, they should be followed by periods.

J. D. Rathbun R. S. Moore

Some cities are always written with abbreviations.

St. Louis St. Paul St. Joseph

Our national capital is Washington. It is in the *District of Columbia,* a small part of our country that is not part of any state. It is usually abbreviated as *D. C.*

Sometimes the words *street, avenue, road,* and *boulevard* are abbreviated. These are the correct abbreviations:

St. — Street	Rd. — Road
Ave. — Avenue	Blvd. — Boulevard

It is always better to write out the word.

Addresses in the country often give a rural delivery route number. This is written as R. F. D., for *Rural Free Delivery,* and it is followed by the route number.

Practice 3 — Writing Abbreviations in Addresses

In writing these addresses, use the abbreviations that are needed. Think of the space on the envelope in deciding what abbreviations to use. Remember the periods after abbreviations and initials.

Mister James Robinson Montague
2196 La Salle Boulevard
Detroit
Michigan

Doctor John Ross Gilbert
639 Grand Avenue
Saint Paul
Minnesota

Miss Ruth Allen Thornbury
2209 Vermont Avenue
Washington
District of Columbia

Mistress Harry Ray Spone
Rural Free Delivery 6
Duluth
Minnesota

Abbreviations in Your Dictionary

You probably have a small dictionary to use this year. If you want to know how to write other abbreviations than the ones given above, you will find them in the dictionary. Sometimes they are in a section alone, named *Abbreviations*. Where do you find them in your dictionary? From your dictionary make a list of the abbreviations you think you will need to use.

CONTRACTIONS

In letters to friends we write as nearly as possible in the way we talk. Sometimes we use words like *don't, isn't, won't.* These are *contractions,* two words put together in one. An apostrophe shows where letters have been left out.

couldn't — could not I'd — I *would*
it's — it *is* won't — w*ill* not

The order of the letters is changed in the last contraction.

Practice 4 — Explaining Contractions

For each sentence write the two words that mean the same as the contraction. Which letters have been left out?

1. *Don't* answer until later.
2. *Can't* you come now?
3. *Didn't* you win the game?
4. He *hadn't* been gone long.
5. That *isn't* yours, is it?
6. Why *wouldn't* Mother agree?
7. *It's* raining hard.
8. *I'd* really enjoy going.
9. *They're* all good swimmers.
10. Why *shouldn't* he like it?
11. *They'll* all bring lunches.
12. *I'm* not fond of the book.
13. Why *won't* he go?
14. Why *aren't* the others here?

Practice 5 — Writing Contractions

Write the contractions for the words printed in italics in these sentences. Remember the apostrophes. Read the sentences aloud after you have written them with the contractions. Do they sound more like real conversation than the sentences below?

1. The girls *do not* like the game.
2. *They are* living in a tent.
3. *We have* planned our trip.
4. *They will* want a report.

5. Why *have* you *not* read it?
6. *Can* you *not* stay all night?
7. The road *is not* straight.
8. *Would* Henry *not* take his boat?
9. Jack *will not* go fishing with us.
10. I *will not* lend my books.
11. Sam *has not* seen the picture.
12. *Can* you *not* help us?
13. He just *will not* stay longer.
14. *I am* not so tall as he.

Contractions in Stories

Contractions are usually used in letters to friends and in the conversation parts of stories. They are not often used in other writing.

Notice how natural the contractions make the conversation in this story sound:

A mother had just finished her ironing. She asked Theodore, her little son, if he would take some clothes upstairs for her.

When he came down he said, "Now I'd like a penny."

His mother said, "You shouldn't have pay for that. I haven't a penny, anyway, but I'll give you a kiss."

"But," said Theodore, "I can't go to the store with a kiss, can I?"

Practice 6 — Using Contractions in Stories

The conversation in your stories will sound more natural if you sometimes use contractions, as you do in speaking.

Copy these ten sentences. Put in each blank the contraction for the *words* at the end of the line.

1. "_____ the boy I wish to see." (you are)
2. "Why, _____ ten o'clock!" said Bob. (it is)
3. "_____ an unusual story," said the librarian. (that is)
4. "_____ you like to go?" (would not)
5. "_____ all going." (we are)
6. "_____ drive over later." (I will)
7. "_____ one of you keep score?" (will not)
8. "_____ riding my pony." (she is)
9. "_____ take you to the circus?" (who will)
10. "Of course _____ write to you." (he will)

Did you remember the apostrophe? Did you remember the capital letter at the beginning of each sentence?

POSSESSIVES

Another Use for the Apostrophe

The apostrophe is used to show that something belongs to someone or to something.

It was *Dorothy's* idea.

The apostrophe and *s* are added to the name *Dorothy* to show that the *idea* belonged to Dorothy. *Dorothy's* is a *possessive* because it shows possession, or ownership. The apostrophe is placed before the *s*, not after it, because the owner is one person or one thing in these sentences.

Practice 7 — Using Possessives

In each blank space put the possessive form of the word at the end of the line.

1. Do you like the _____ voice? (announcer)
2. It was the _____ order. (captain)
3. The first one is my _____ stall. (pony)
4. Has he done a _____ work? (day)
5. That is the _____ car. (dealer)
6. The boys played with the _____ tools. (carpenter)
7. We can make the _____ work easier. (janitor)
8. Put the _____ food in the pan. (dog)
9. It was in _____ locker. (Ralph)
10. This is the _____ shoe. (baby)

QUOTATIONS

If we repeat exactly what someone else has said, we are *quoting*, or making a *quotation*.

In class one day Tad told the other pupils that the author of the book he was reading said, "More rubber now comes from plantations than from the wild rubber trees of the jungle."

What Tad read from the book was a *quotation* because he was repeating, or *quoting* just what the author said. Notice how the quotation is set off with quotation marks (") at the beginning and again (") at the end. These marks always go in pairs, one set at the beginning and one set at the end of a quotation.

In placing these marks correctly in your writing, you must think carefully and decide exactly what the speaker said. Just the speaker's words are to be put between the quotation marks, not the explanatory words, like *he said*.

Practice 8 — Dramatizing Conversation

Playing these four scenes will help you to understand what we mean by quoting the exact words of the speaker:

1. Play that Clara is telephoning to her mother to ask permission to go to Patty's home after school. Her mother tells Clara that her father is planning to take the family for a ride and that she ought to go with them.
2. Dramatize an argument in a playground baseball game. Have the boy who is playing umpire settle it.
3. Play that Paul has been given the wrong change at a grocery store. Make up his conversation with the clerk when he returns to correct it.
4. Dramatize the scene at a gasoline filling station when someone drives in to ask directions or help.

If you try to write down these conversations just as you heard them, you will use quotations. You will need to place quotation marks around what was said.

Practice 9 — Writing Quotations

These bits of conversation are incomplete. Fill in the *quotations*. Remember to use quotation marks both at the beginning and at the end of the quotation.

1. Bobby said over the telephone, "My mother is not at home just now. If you'll leave your number, I'll have her call you."

   The woman replied, ----------.

2. The Boy Patrolman on the playground said, "This part of the playground is for the little children."
   The big boy answered, ----------.
3. The little boy said, "Please give me some stamps."
   The postal clerk asked, ----------.
4. "Oh, I'm so sorry, but I've tipped my glass over," said a little girl at the party.
   The hostess said quickly, ----------.
5. "It's bed time, Son. Better put up the book," said Dad.
   ----------, said Carl.

Placing of Quotations

You may have noticed that sometimes the quotation comes at the beginning of the sentence and sometimes at the end. This is because stories would sound very tiresome if every sentence began, *Bob said,* ----------, *Ruth said,* ----------, *Mother said,* ----------, and so on. Wherever it is placed, the quotation is the part that has the quotation marks before and after it. Sometimes, where the reader would understand without being told, the name of the speaker is not given. The quotations are still marked with quotation marks.

Leonard and his father were packing up after camping.

"Here, Dad, don't forget this long fishing pole."

"I should say not, Len. That's the one we caught that big pickerel with."

Find in your reading books examples of such quotations in which the names of the speakers are not given.

Quotation Paragraphs

The quotation may have more than one sentence in it, as the father's reply to Len had. Put quotation marks at the beginning of each person's conversation and again at the end. This is a *quotation paragraph. Each person's conversation is put in a new paragraph.* This helps to make clear just who is speaking.

Practice 10 — Reading Conversations from Stories

Find an interesting conversation in some story in your reading books. Notice the quotation, or conversation, paragraphs. See where the quotation marks are placed. Read your paragraph to the class.

Other Rules about Writing Quotations

In the section on *Capitalization*, you learned that *every quotation should begin with a capital letter.* Study the examples of quotations. Do they follow the rule? In writing quotations, remember to put a capital letter at the beginning, just as though it was the beginning of a sentence.

If the quotation in the first part of a sentence is a question, then a question mark belongs at the end of the quotation, although a period may be needed at the end of the sentence.

"Where are my mittens?" asked Gilbert.

If the quotation is an exclamation, then an exclamation mark belongs after it, although a period belongs at the end of the sentence.

"Oh! I couldn't dive that far!" gasped Dolly.

A comma belongs between the quotation and the rest of the sentence, except when a question mark or an exclamation mark is needed.

"That isn't a very long drive," said the guide.

The operator said, "What number did you call?"

Five Things to Remember

In writing quotations remember:

1. **The quotation marks before and after the quotation.**
2. **The capital letter at the beginning of the quotation.**
3. **The question mark or exclamation mark if either is needed.**
4. **The comma to separate the quotation from the rest of the sentence.**
5. **The new paragraph for each person's conversation.**

Practice 11 — Writing Conversation

You can write some jokes or stories with conversation in them now. These four situations may suggest ideas to you.

1. A little three-year-old asking his mother questions
2. A girl about seven years old picking out the doll she wants at the store and talking with her mother about it

3. Two boys who have just found a wren's nest with eggs in it

4. A boy looking over an airplane and asking questions of the pilot

COMMAS

Commas are other punctuation marks that you should learn to use correctly. There are certain rules that you should know and follow. Some of them you learned last year. You will want to study them again and work over the practices that you need.

A Review Test of Commas

All commas have been left out of this exercise. Copy the sentences and parts of letters, putting in the commas that are needed.

1. Is Springfield Illinois larger than Springfield Ohio?

2. Your last letter was written on May 24 1935.

3. (*Letter heading*) 624 Ninth Street
Janesville Wisconsin
June 16 1938

4. (*Letter heading*) 3276 Q Street
Omaha Nebraska
February 7 1937

5. (*Letter greeting*) Dear Mother

6. (*Letter greeting*) My dear Mr. Brice

7. (*Letter closing*) Very sincerely yours

8. (*Letter closing*) Yours truly

9. The Washington Monument is in Washington D. C.

10. Des Moines Iowa and Lincoln Nebraska are capital cities.

Four Familiar Rules about Commas

Decide together which of these four rules your class needs to study.

1. A comma is used between the names of the city and the state.

Flint, Michigan Kent, Ohio Austin, Texas

2. A comma is used in dates between the day of the month and the year.

February 11, 1936 June 1, 1937 May 30, 1938

3. A comma is used after the greeting of a letter.

Dear Edith, Dear Son, My dear Miss Alice,

4. A comma is used after the closing words of a letter.

Yours very truly, Sincerely yours, With much love,

A New Rule for the Comma

5. A comma separates a direct quotation from the rest of the sentence.

Hubert said, "When shall I meet you?"
"This is certainly a winding road," said Father.

But notice that when a question mark or exclamation mark separates the quotation, a comma is not needed.

"When shall I meet you?" asked Hubert.
"What a tall man!" exclaimed the boy.

You will probably need to work out some practices on each of these rules. On the next page are practices for each of the five rules.

Practice 12 — Using Commas between the Names of Cities and States

Be ready to tell where commas belong in these sentences:

1. There are many famous places near Philadelphia Pennsylvania.
2. Los Angeles California has a beautiful airport station.
3. The Rose Parade is in Pasadena California.
4. Send my mail to St. Louis Missouri.
5. We live in Rockford Illinois now.

Copy these sentences, adding both the city and the state. Remember the comma rule.

1. The largest city near ours is _____ _____.
2. I have a cousin living in _____ _____.
3. I was born in _____ _____.
4. Our governor lives in _____ _____.
5. My father was born in _____ _____.
6. A city I would like to see is _____ _____.
7. A city on the Mississippi River is _____.
8. On the eastern coast is _____ _____.
9. We can drive to _____ _____.
10. Our national capital is _____ _____.

Practice 13 — Using Commas in Writing Dates

A. Copy these sentences, putting commas where they belong:

1. July 4 1776 is our country's birthday.
2. Theodore Roosevelt was born on October 27 1858.

3. Richard Byrd flew over the South Pole on November 29 1929.

4. This old letter from Grandfather is dated June 6 1920.

5. On May 21 1927 Lindbergh crossed the Atlantic Ocean alone in an airplane.

B. Write these dates correctly. Remember the comma rule.

Your birthday
The date for today
The date for Thanksgiving Day this year
The date of your favorite holiday

C. Write a letter heading giving your own address and the date.

D. Write a letter heading giving your school address and the date.

Practice 14 — Using Commas after Letter Greetings and Closings

Copy this note, putting commas where they belong:

Dear Aunt Harriet

This basket of vegetables is from our own garden. Mother said to write a note to leave with it if you were not home. Jim and I are very proud of the fine vegetables we have grown. We hope you will like them, too.

With love
Lucille

Practice 15 — Using Commas with Quotations

Show where commas belong in these five sentences:

1. "A sailboat is more fun than a motor boat" said Bud.
2. The teacher asked "What is your address?"
3. "Fire has been a help to man" my book says.
4. The clerk said "May I wrap all your packages together?"
5. "Don't go into the street after your ball" said the older boy.

A Punctuation Test

Many punctuation marks are needed in the paragraphs and also in the letter that follows. Copy them, using apostrophes, quotation marks, commas, periods, question marks, and exclamation marks where they are needed. Be sure that you have a reason for every mark you use.

1

Margaret was three years old She and her mother were talking with Aunt Edith Her mother said Margaret has learned to wink Show Aunt Edith how you can wink wont you

The little girl twisted up one side of her face and closed her eye Then she said to her aunt Now you do it I showed you how

2

A letter addressed to R H Andrews at St Louis Missouri could not be delivered because the address was not sufficient Isnt it careless of people to leave out part of an address

1706 Grand Avenue
St Paul Minnesota
February 16 1936

Dear Uncle Ben

Havent you missed the skating and ice-boating this winter We have had two months of grand fun Dad bought me skis this year but Im not very good on them yet

We have a cabin now out on the lake Cant you come up next summer and stay with us for a month Theres fine fishing out there and you like to swim and go canoeing, too

Those books and magazines you sent at Christmas time are still keeping us busy evenings You certainly picked out the kind we like Dad built me a workshop down in the basement so that I could make some of those boats and planes that craft magazine tells about

Well be looking for your promise to come camping with us next summer

Lovingly
Ronny

INDEX

INDEX

(*Pages in italics refer to Grade Four*)

A

Abbreviations, *444–447*
Absence, 14
Address book, making an, *370–372*
Addresses, writing, 38–40, 149; examples of, 39, 149; the three C's of, *367;* writing, *367–372;* standards for, *369;* studying, *369, 371;* examples of, *372;* abbreviations in, *445–447*
Ain't, 178–179
Aldis, Dorothy, 64, 118
"A letter is a gypsy elf," 139
Alphabetical order, 77–78, *227, 275–276*
And I, 179
Animals, safety among, *264–265*
Apostrophe, *447–451*
April, magazine for, *305–307*
April Fool's Day, *305*
Arbor Day, 116–119
Aren't, *414–417*
Armistice Day, *229–234*
Attendance, school, 12–15

B

Began, *418–419*
Beginning of words, the, 3–4
Birds, 95–111
"Bird Trades," 102–103
Blanks, filling in, *274–275*
Book Week, *269*
Booklet, making a, *291*
Books, to read, 73–74; using, 73–74, 127, *241, 243, 246–247, 248, 250, 312–313, 315, 320–321, 327;* reports of, *215;* writing about, *215;* making a list of, *215, 276, 278, 315, 321;* using, *217, 226–227;* learning about, *269–282;* new, *275–276;* making riddles about, *278–279;* taking care of, *279–281;* dramatizing, *281–283*
Boone, Daniel, *298–299, 300*
Brandeis, Madeline, *237–238*
Broken, *218*
"Brooms," 118
"Bundles," 43

C

Calendar, making a holiday, *431–432*
Capital letters, 19, 55, 62, 108, 188–197; for names of people, 188, 189–190; for the word *I*, 188, 190; for days of week, 188, 190–191, *429, 431, 432;* for

months, 188, 191–192, *429, 430, 431–432;* for streets, 188, 192–193, *430;* for cities and states, 188, 193, *430, 431;* for holidays, 188, 194, *430, 431–432;* for every sentence, 189, 192, *428–441;* tests for, *428–429, 439–441;* the word *I*, *429;* review rules for, *429–430;* in names, *429–431;* for sentence beginnings, *430;* new rules for, *432–433;* for countries, *432, 434–436;* for rivers, *432–433, 436;* for peoples, *432, 434–436;* in poetry, *433, 437;* in direct quotations, *433, 437–439*

Catalog, the card, *273*

Cave-dwellers, 3–4

"Changes," *269*

Chart, making a, *242*

Chosen, 418

Christmas, 37–43; poems about, *223;* gifts for, *224*

Citizenship, 11–21, 87–94, *303–304*

Class composition, 182–187; examples of, 184, 185–186

Class letters, 42–43, 69, 80, 87, 88–89, 125, 126, 145, 146, 182–187

Collection, making a, *244, 290, 369–370*

Columbus, Christopher, *225–228*

Columbus Day, *225–229*

Commas, *275–276, 456–460;* tests of, *456;* in letters, *457;* in quotations, *457;* rules for, *457;* practice in using, *458–460*

Committees, 25–26, 79, 129–131; choosing your, *212–213;* working by, *247–249, 353–354;* reports of, *248–249, 353–354*

Contents, table of, *226–227, 246–247, 248, 315*

Contractions, *247–250*

Conversing, 6, 13–14, 16, 19, 24–25, 33, 42, 45–46, 64, 69, 78, 89, 91, 92, *257–258, 330, 337, 351, 379–381; see* Discussing

Courtesy, *271–273*

"Cricket, The," *350*

D

Dates, writing, *220;* comma with, *220*

"Day with the Eskimos, A," *325–326*

Days of the week, 56

"Debt, The," *233*

December, magazine for, *223–224*

Defoe, Daniel, *287*

Diaries, keeping, 56–57, 105–107; Pilgrim, *219–220;* examples of, *220;* writing, *220–221*

Dictation, *389, 396*

Dictionary, using the, *322, 360, 447*

Directions, giving, 26–27, 93

Directory, making a, *431*

Discussing, 11, 15–16, 31–32, 55, 116–117, 133–134, *204, 208, 211, 229, 253, 272, 279, 287, 295, 310, 314,*

320, 342, 358; see Conversing
Done, 177–178, *413–414*
Dramatizing, 17–18, 29–30, 75, 77, 90–91, *261–262, 270–271, 281–283, 319, 334–336, 452*

E

Eaten, 417–418
Editorials, 51–52
Editors, *212–213*
Education Week, *235–236*
Ending marks for sentences, 155
Envelopes, addressing, *367–372*
Eskimos, *320–336*
Exhibit, 86, 107–108, 118; having an, *244, 266, 316, 362–363*
Explaining, *235, 331*

F

Farjeon, Eleanor, 96
Farrar, John, 43
February, birthdays in, *298–299;* magazine for, *298–302*
Fire prevention, *217–218*
Flag, the American, *352–362*
Flags, giving messages with, *207–208;* meaning of, *207–208;* weather, *208*
"Frightening Bumblebees," *345*
"From Caterpillar to Butterfly," *340–342*
Frozen, 418
Fuller, Ethel Romig, 59

G

Games, 26–27; explaining, *217–218*
Garland, Hamlin, *246*
Garrison, Theodosia, *233*
Gifts, Christmas, *224*
Gone, 176–177, *413–414*
"Grasshopper, The," *338*
Greetings, 38
Grew, 179–180

H

Halloween, 22–32; *217–218*
Handbook, Your, *364–461*
Health, rules for, *296–297*
Hers, 423–424
His, 423–424
Hobbies, *216*
Holidays: Halloween, 22–32; Thanksgiving, 32–37; Christmas, 37–43; Valentine's Day, 112–115; Arbor Day, 116–119; Mother's Day, 119–120; Columbus Day, *225–229;* Armistice Day, *229–235;* Washington's Birthday, *310–313;* May Day, *317–319*
Humane Week, *305–307, 314–317*
Hyer, Helen, *342*

I

Index, using the, *227, 247, 248*
"Indians and the Jack-o'-Lanterns, The," 27–29
Indians, messages of the, *201–206*

Insects, *337–351*
Introductions, making, 17
Invitations, examples of, 22, 26, 145, 187, *373;* writing, 26, 82, *229*, *234*, *261*, *372–375;* examples of answers to, *374;* answering, *374–375*
Inviting, a speaker, *229*, *234*, *260;* visitors, *236*, *292*, *319*
Isn't, 178–179, *414–417*

J

January, magazine for, *295–298*
Japan, 68–86
Jokes, telling, *305*

K

"Kayak, The," *333–334*

L

Labels, 122
Lee, Richard Henry, *311–312*
Letters, writing, 22, 68–70, 79–80, 112–114, 117, 120, 124–125, 126, 131–132, 139–149, *234*, *236*, *252*, *253*, *261*, *264*, *292*, *301–302*, *316*, *347–348*, *354*, *365–382;* examples of, 22, 69, 70, 80, 87, 88, 113, 120, 126, 132, 145, 146, 147, 186, *234*, *236*, *251*, *260*, *263*, *292*, *301*, *347*, *354*, *373*, *374*, *375*, *377*, *378*, *380*, *461;* standards for, 80, *381–382;* school, *372–379;* asking favors by, *375–377;* thank-you, *377–379;* form for, *379–381;* home, *379–381*
Library, a trip to the, *270;* using the, *270–276*
Lincoln, Abraham, *298*
List, making a, 5, 64, 94, 117, 123–124, *209*, *210*, *211*, *215*, *217*, *219*, *223*, *224*, *243*, *259*, *276*, *288*, *315*
List of word errors, *412–413*
Listeners, 82–83; standards for, 41

M

MacDonald, George, *318*
Magazine, studying children's, *210*, *211;* making a class, *210–224*, *295–309;* September, *213–216;* October, *217–219;* November, *219–223;* December, *223–224;* January, *295–298;* February, *298–302;* March, *302–304;* April, *305–307;* May, *307–309*
"Magic," 8
"Magic Paper," *202–203*
Map signs, *208–209;* listing, 209
March, magazine for, *302–304*
"May," *317–318*
May, magazine for, *307–309*
May Day, *317–319*
Memorizing, *233;* a poem, 103–104
Messages without words, *201–209*
Months of the year, 55
Mother's Day, 119–120
Motion-picture show, 34–37
"Mountains Are a Lonely Folk," *246*

N

"Narrow Escape, A," *255–256*
Nesbit, Wilbur Dick, *360*
New pupils, 16–18
News, school, 46–48; examples of, 46, 47, 48, 49; book, 48–49; city, 49–50; writing, *297–298*
Newspaper, 44–52
Notes, taking, *248*
Notices, 50–51
November, magazine for, *219–223*

O

Observation, *207*, *222–223*, *302–303*, *317*, *348–349*, *357*
October, magazine for, *217–219*
"Order for a Carving, An," *237–238*
Ours, *423–424*
Outdoors, changes in the, *222–223*, *302–303*
Outline, making an, *214*, *248–249;* of a play, *261*

P

Pantomime, 10
Paragraphs, 49, 54, 167–172; writing, *215*, *216*, *222*, *245*, *289*, *293*, *298–299*, *303*, *305*, *307*, *309*, *328*, *331*, *339*, *349*, *356;* the main thought of, *398–401;* first sentences in, *402–403;* ending, *404–406;* judging, *406;* standards for, *406;* using, *406–407;* test for, *407*
Party, having a, 22–32
Patch, Edith M., *345*
Picture writing, *204–206;* symbols for, *206*
Pictures, learning from, *243–245;* collecting, *244*, *290*, *316;* word, *244–245*
Pilgrims, 33–37; diaries of, *219–220;* reading about the, *219–220*
Planning, a party, 22–23, 24, 26; a program, 34–37, *229*, *254*, *316;* a class newspaper, 44–52; a trip, 125, *251–252*, *270;* a magazine, *211–212;* for a visitor, *235–236;* how to tell a story, *241*
Pledge, flag, *360–361*
Poems, 8, 43, 58–59, 61, 65, 66, 84–85, 96, 97–98, 101, 102–103; writing, 59–60, 61–62, 85, 102, 114–115, *318*, *351;* pupil's, 61, 85, 101–102, 114, 115, 119; learning, 103–104; making a list of, *223;* about Christmas, *223–224;* about Columbus, *227;* about Armistice Day, *233;* memorizing, *233*, *313*, *360;* about mountains, *245–246;* children's, *269*, *293–294*, *318*, *343;* about books, *283;* to enjoy, *313;* about spring, *317–318;* about insects, *338*, *346*, *347;* about the flag, *359*, *360;* capital letters in, *433*, *437*
"Poet's Joke, The," 83–84
Possessives, *450–451*

Posters, making, *277;* exhibiting, *290*
Programs, planning, 34–36; giving, 37, *254*, *281–283*, *310–313*, *316*, *319*
Pronunciation, *424–425*
Punctuation, 155, 188–197; using, *275*, *277;* sentence ending, *388*, *389*, *442–444;* of abbreviations, *444–447;* of contractions, *447–450;* of possessives, *450–451;* of quotations, *451–456*, *457*, *458*, *460;* of letters, *456–457*, *458–459;* tests of, *456*, *460–461*

Q

Questions, 62–64, 153–156; making, *243*, *249;* answering, *253*
Quotations, *433*, *437–439*, *451–456*

R

Ran, *419–420*
Reading, 33; books for, *215–216;* poems for, *223*, *233*, *245–246;* stories for, *267–268*
Record, keeping a, *281–282*
Records, 15, 109–111, 121–122
Reporting, on observation, *207*, *265*, *289–290*, *302–303*, *317*, *348–349*, *357;* on reading, *228–229*, *248–249*, *312–313*, *324*, *329*, *332*, *344–345;* standards for, *229;* committee, *248–249*, *355;* on a trip, *291;* an experience, *345; see* Reports
Reports, making, 5, 71–73, 79, 80–82, 92, 125–126, 129–131; examples of pupils', 72, 81, 130, 131; standards for, 131
Rhythm, 59, *246*
Riddles, 109; writing, *278–279*, *290–291*, *305*
"Robinson Crusoe," *284–287*
Rules, making, 19, 41, 134, *219*, *272–273*, *296–297*

S

Safety, 18–21; rules for, 19–20; working for, *255–268*
Saw, 175–176
Seasons, 53–66
"Secret, The," 97–98
Seen, 175–176, *413–414*
Sentences, 150–166; writing, 12, 48, 108–109, 124, *215*, *219*, *243*, *244*, *259*, *262–263*, *272*, *277*, *328*, *358;* oral, 57; rambling, *383–386;* improving, *385–386*, *392;* exclamatory, *386–388*, *389–390;* ending marks for, *388–389*, *442–444;* incomplete, *390–391;* summary, *393–395;* tests, *395–397;* capitalizing, *430*
September, magazine for, *213–216*
"Song for Flag Day," *359–360*
Sounds, animal, 4–5; other, 5–6
Standards, for listeners, 41; for news notes, 52; for

letters, 80, *369;* for talks, 86; for reports, 131, *229;* for stories, *241–242*, *259–260*, *305;* for paragraphs, *406*
Stevenson, R. L., 58
Stories, making, 8, 30–31; telling, 27–29, 31, 83–84, 104–105, 117–118, 128–129, *230–232*, *237–242*, *259–260*, *268*, *315*, *328;* writing, 96–97, 98, 99, 100, *215;* about Halloween,*217;* listing,*217;* about Switzerland, *237–241*, *250;* pupils', *259*, *288–289*, *293*, *306;* finishing, *304;* about Washington, *313;* about animals, *315*
"Storm, The," 64
"Story of Grace Darling, The," *267–268*
"Story of the Lumber Camp, A," 128
"Story of a Red Cross Dog, The," *230–232*
Summaries, *393–395*
Switzerland, *237–254*
Symbols, Indian, *206;* map, *208–209;* traffic, *265*

T

Table of contents, 127
Taken, *417–418*
Talk, by signs or actions, 9–10; giving a, *266*, *279–281*, *290–291*, *316*, *334*, *355; see also* Reporting, Talks
Talks, examples of pupils', 20; making, 20–21, 86, 94; standards for, 86
Telephoning, *270–271;* courtesy in, *271–273;* rules for, *272–273*
Tell, William, *239–241*
Telling a story, *230–232*, *237–242*, *259–260*, *268*, *315*, *328*, *339–340*, *343;* standards for, *241–242*, *259–260*, *305*
Tests, 66–67, 134–136, 163–166, 174, 180–191, 195–197; sentence, *395–397;* paragraph, *407;* word habit, *409–412*, *425–427;* capital letter, *428–429*, *439–441;* punctuation, *456*, *460–461*
Thanksgiving, 32–37, *219;* message about, *221*
That, 180, *424*
"The grass is very glad for rain," 65
Theirs, *423–424*
There are, *422–423*
There is, *422–423*
Threw, 179–180
Titles, writing, *224*, *276*, *278;* in table of contents, *226;* listing, *227*, *276*, *278*
Trees, 121–134
Trips, taking, 124–125, *250–253*, *270–275*, *291;* writing about, *308–309*

V

Vacation, stories of, *213–215*
Valentine's Day, 112–115
Visitors, 89–91, *236*, *292*, *319*
Voting, 25–26

W

Walter, Eleanor Dawes, *338*, *346*, *347*, *350*

Wampum, *205–206*
Washington, George, *310–313;* letter by, *311–312*
Weather, 57–64
Went, 177
What, *424*
"What Robinson Crusoe Brought from the Wreck," *284–287*
"Wind is a Cat," 58–59
"Windy Nights," 58
Word habits, *408–427;* examining your, *409–412;* improving your, *412–425;* testing your, *425–427*
Words, the beginning of, 3–4, 6–7; new, 7–8; making stories from, 8; favorite, 9; using new, 96–97, 98, 99, 100, 127; using good, 173–181, *223*, *245*, *299*, *309*, *315;* learning the meaning of, *322–323*, *360;* common errors in, *412–413;* reviewing *gone*, *seen*, *done*, *413–414;* reviewing *isn't*, *aren't*, *414–417; eaten*, *written*, *taken*, *417–418; broken*, *frozen*, *chosen*, *418; began*, *ran*, *418–420; you are*, *you were*, *420–421; there is*, *there are*, *422–423; ours*, *yours*, *theirs*, *hers*, *his*, *423–424; what*; *that*, *424*
Workers, *281–293*
Writing, sentences, 12, 48, 55, 60, 108–109, 124; greetings, 38; letters, 42, 68–69, 70, 79–80, 87–89, 117, 131–132, *236*, *252*, *253*, *264*, *301–302*, *316;* news, 47–48, *297–298;* paragraphs, 49–50, 54, *222–223*, *303*, *307;* notices, 51; an editorial, 52; reports, 80–81, *291;* group stories, 96–97, 98, 99, 100; a diary, 107; with Indian symbols, *206;* examples of pupils', *214*, *216*, *218*, *222*, *290*, *297*, *302–303*, *306*, *309;* about books, *215;* about vacation, *215*, *307;* about hobbies, *216;* about fire prevention, *219;* a Thanksgiving message, *221;* an invitation, *234*, *261;* riddles, *278–279;* story endings, *303–304;* about pets, *306–307;* about trips, *308–309;* from observation, *343*
Written, *417–418*
Wynne, Annette, 8, 65, 101, 139

Y

You are, *420–421*
Yours, *423–424*
You were, *420–421*

Z

Zelenka, Ann, *269*

OCT 24 19